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TWENTY-FOURTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWENTY-FOURTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

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BOSTON:

WILLIAM WHITE, PRINTER TO THE STATE.

1861.

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# TWENTY-FOURTH

## ANNUAL REPORT

OF THE

# BOARD OF EDUCATION.

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Among the duties of the Board of Education, as set forth in chapter 34, of the General Statutes, it is prescribed in the third section, that the Board "shall annually, on or before the third Wednesday of January, lay before the legislature an annual report, containing a printed abstract of the" school "returns, and a detailed report of the doings of the Board, with such observations upon the condition and efficiency of the system of popular education, and such suggestions as to the most practicable means of improving and extending it, as the experience and reflection of the Board may dictate."

In accordance with this requirement, and in the order of the points specified, the Board respectfully presents its Twenty-fourth Annual Report.

The "printed abstract" of the school returns is appended to this Report. The Board is happy to say, that returns have been received from every town in the State. Their summary, compared with that of last year, exhibits a very gratifying advance in the several items which show the condition of the public schools. For this comparison, you are referred to the Secretary's report.

The Board has endeavored, during the year, to fulfil the duties committed to it with an attention suited to their importance.

Having no power whatever over the schools of the State, it

has, however, regarded their progress with watchful interest. It is a matter for congratulation, that the schools, as a whole, are in a good condition; that the system remains unimpaired; and that educational interests of every kind receive increasing attention and respect. The report of the Secretary will exhibit some interesting and encouraging facts regarding the general educational tone of the State. The Board has also seen with pleasure the usefulness of the various Teachers' Associations which are aided by the State, and has, by its members, participated to some extent in their action. The Board is satisfied that this aid is well bestowed, as also that appropriation which furnishes the *Massachusetts Teacher* to each school committee in the Commonwealth.

The organization of the Board for its special duties, has been continued in that simple form which experience has demonstrated to be effective. Committees, of two members each, with the Secretary, have had the supervision of the respective Normal Schools; an Executive Committee has been within reach to act upon matters incidentally arising in the intervals between the sessions of the Board; and a Committee on Accounts has passed upon the transactions of the Treasurer, whose payments have been made only in pursuance of special appropriations by the Board, out of the moneys placed at its disposal by the legislature of 1860. And the Board itself has, in not infrequent sessions, acted directly upon all matters of a general character.

The statute establishing *State Scholarships* (General Statutes, chapter 37,) has been observed by the selection of twelve young men for the annual class, and of such others as were necessary to fill the few occasional vacancies. For the names of the pupils now aided, as well as of their colleges, you are referred to the Treasurer's report accompanying. The Board is happy to say, that the standard of scholarship on the part of the recipients of this bounty, has been materially elevated. In the earlier history of this appropriation, from causes which need not now be specified, but beyond the control of the Board, many failures to reach the moderate standard demanded by law occurred; and hence a corresponding number of vacancies. Not only has the discrimination now possible secured the required rank in the higher half of the classes, but the State beneficiaries are frequently found among scholars of the very highest position.



The *Normal Schools* have been carefully attended to, in a full and deepening conviction of their importance. Experience has shown, that not only are well-qualified teachers furnished, but that the character of the occupation itself is elevated by that professional instruction which tends to give a permanent and independent position. These schools are now in a condition of high efficiency. But one change has taken place in the headship of the schools, viz. in that at Bridgewater. Mr. Marshall Conant, after a thoroughly successful career as a teacher, felt it necessary on account of ill health, to resign his position. The Board reluctantly acquiesced, and his connection with the school closed with the term ending in August last. Mr. Albert G. Boyden was chosen his successor, a graduate of this school, and for six years an assistant, besides having secured a high reputation in other schools of the State. The Board has entire confidence in his success.

Changes in the positions of assistants have taken place as follows: At Framingham, Miss Elizabeth G. Hoyt resigned in February, and Miss Martha E. Young was appointed. At Westfield, Mr. James C. Greenough has been re-appointed, to succeed Mr. William B. Greene; and Mr. Philo M. Slocum and Miss Emeline Parsons succeed Miss Eliza C. Halladay. At Bridgewater, Mr. James H. Schneider, a recent graduate of Yale College, of high scholarship, has been appointed to the place previously held by Mr. Boyden; and Mr. Warren T. Copeland, chosen to be Principal of a High School, has been succeeded by Mr. Charles F. Dexter. At Salem, Miss Elizabeth Weston, after nearly six years' service, resigned in July last, and at the same time, Miss Gertrude Sheldon; Misses Anna M. Brown, Caroline J. Cole, Elizabeth Carlton, and Eunice T. Plumer were appointed September 6,—a portion of whose salaries comes from private generosity. The last named teacher has since been released, to take charge of a public school in circumstances fully justifiable. Most of the above changes were caused by the inability of the Board to compete with the towns and cities of the Commonwealth; and many of the remaining teachers continue in service at a pecuniary sacrifice.

The following list will show the names and time of service of the various instructors in the several schools from their organization :—

## BOARD OF EDUCATION.

## OF THE FRAMINGHAM SCHOOL.

	Commenced service.	Ended service.
<i>Principals.</i>		
Rev. Cyrus Peirce, A. M., . . . . .	July, 1839	July, 1842
Rev. Samuel J. May, A. M., . . . . .	Aug., 1842	Aug., 1844
Rev. Cyrus Peirce, A. M., . . . . .	Sept., 1844	Apr., 1849
Rev. E. S. Stearns, A. M., . . . . .	May, 1849	Sept., 1855
George N. Bigelow, A. M., . . . . .	Sept., 1855	
<i>Assistants.</i>		
Caroline Tilden, . . . . .	Sept., 1842	Apr., 1847
Emily Johnson, . . . . .	Oct., 1842	Apr., 1843
Electa N. Lincoln, . . . . .	May, 1843	July, 1850
Sarah Watson, . . . . .	Dec., 1846	July, 1849
Mary Livermore, . . . . .	Dec., 1846	Apr., 1847
Emily L. Shaw, . . . . .	April, 1849	July, 1849
Rebecca M. Pennell, . . . . .	Aug., 1849	Mar., 1853
Lucretia Crocker, . . . . .	Sept., 1850	Sept., 1854
Georgiana Whittemore, . . . . .	Sept., 1850	Sept., 1852
Mary E. Bridge, . . . . .	Sept., 1852	Nov., 1853
Abby C. Gardner, . . . . .	Sept., 1853	Sept., 1854
Fanny A. Parsons, . . . . .	April, 1854	Mar., 1855
Caroline G. Greely, . . . . .	Sept., 1854	Sept., 1855
Elizabeth G. Hoyt, . . . . .	Mar., 1855	Feb., 1857
Mary E. Wilson, . . . . .	April, 1855	Dec., 1855
Mary E. Bridge, . . . . .	Sept., 1855	July, 1858
Frances L. Babcock, . . . . .	Dec., 1855	Sept., 1856
Anna C. Brackett, . . . . .	Oct., 1856	Feb., 1858
Frances Merritt, . . . . .	Sept., 1857	Sept., 1859
Lois T. Caswell, . . . . .	Feb., 1858	Aug., 1859
Anna C. Brackett, . . . . .	Sept., 1858	Aug., 1859
Nancy J. Bigelow, . . . . .	Sept., 1859	
Frances E. Wadsworth, . . . . .	Sept., 1859	
Elizabeth G. Hoyt, . . . . .	Sept., 1859	Feb., 1860
Martha E. Young, . . . . .	Sept., 1860	
<i>Teachers in Music.</i>		
Joseph Bird, . . . . .		
Lowell Mason, . . . . .		
George W. Pratt, A. M., . . . . .	1852	Nov., 1852
Benjamin F. Baker, . . . . .	July, 1853	Jan., 1854
Osgood Collister, . . . . .	June, 1854	Oct., 1854
E. R. Blanchard, . . . . .	Mar., 1854	

## OF THE WESTFIELD SCHOOL.

<i>Principals.</i>		
Prof. Samuel P. Newman, . . . . .	Sept. 4, '39	Feb. 10, '42
Rev. E. Davis, (now pastor of 1st Cong. Ch., Westfield,) . . . . .	Sept. 4, '44	Sept. 3, '46
David S. Rowe, A. M., . . . . .	Sept. 3, '46	Mar., 1854
William H. Wells, A. M., (now Superintendent of Schools, Chicago, Illinois,) . . . . .	Aug., 1854	Apr., 1856
John W. Dickinson, A. M., . . . . .	Aug., 1856	

## WESTFIELD SCHOOL—Continued.

	Commenced service.	Ended service.
<i>Assistants.</i>		
Samuel C. Damon, (now Seamen's Chaplain at Honolulu, Sandwich Islands,) . . . . .	Sept. 4, '39	
Nicholas Tillinghast, (afterwards Principal of the Bridgewater School,) . . . . .		
Edwin E. Bliss, (now missionary at Marsovan, Turkey, Asia,) . . . . .		
Samuel A. Taylor, . . . . .		
James S. Russell, (now teacher in Lowell High School,) . . . . .		
A. R. Kent, . . . . .		
William Clough, . . . . .	Sept., 1844	Sept., 1845
Rev. P. K. Clarke, A. M., (now pastor of Orthodox Congregational Church, South Deerfield, Mass.,) . . . . .	Sept., 1845	Sept., 1846
Miss Rebecca M. Pennell, (afterwards Mrs. Rev. A. S. Dean, Yellow Springs, Ohio,) . . . . .	Oct., 1846	July, 1849
Miss Lydia N. Mosely, (now Mrs. Sylvester Scott, Alexandria, Virginia,) . . . . .	Mar., 1848	July, 1849
Sylvester Scott, (now Principal of Young Ladies' Institute, at Alexandria, Virginia,) . . . . .	Sept., 1849	Mar., 1850
Miss Jane E. Avery, . . . . .	Mar., 1850	July, 1853
Edward G. Beckwith, A. M., (now President of Oahu College, Sandwich Islands,) . . . . .	Aug., 1850	July, 1851
George A. Corbin, . . . . .	Aug., 1851	Nov., 1851
Almin B. Clapp, (now of Southampton,) . . . . .	Nov., 1851	July, 1852
J. W. Dickinson, A. M., (now Principal,) . . . . .	Aug., 1852	Aug., 1856
Almin B. Clapp, . . . . .	Mar., 1853	July, 1853
Miss Melissa A. Woodbury, (now Mrs. Almin B. Clapp,) . . . . .	Aug., 1853	July, 1854
Miss Arexine G. Parsons, (now Mrs. John W. Dickinson,) . . . . .	Aug., 1854	Dec., 1856
Miss Eliza C. Halladay, . . . . .	Sept., 1855	Feb., 1860
James C. Greenough, (absent from September, 1859, to September, 1860,) . . . . .	Aug., 1856	
Miss Harriet A. Worth, . . . . .	Dec., 1856	Mar. 1857
Miss Dora C. Chamberlain, . . . . .	Mar., 1857	
William B. Green, . . . . .	Sept., 1858	Aug., 1860
Philo M. Slocum, . . . . .	Sept., 1860	
Miss Emeline Parsons, . . . . .	Sept., 1860	
<i>Teachers of Vocal Music.</i>		
Asa Barr, . . . . .	Sept., 1844	Sept., 1846
Truman Crossett, . . . . .	Sept., 1846	Mar., 1852
George F. Miller, . . . . .	Mar., 1852	Mar., 1858
Asa Barr, . . . . .	Mar., 1858	
<i>Teachers of Penmanship.</i>		
Paul W. Allen, (now M. D., Barnstable, Mass.,) . . . . .		Before 1844
John A. Martin, . . . . .	Mar., 1849	July, 1849
D. F. Brown, . . . . .	July, 1849	July, 1851
James L. Martin, . . . . .	Aug., 1852	Mar., 1857

## OF THE BRIDGEWATER SCHOOL.

	Commenced service.	Ended service.
<i>Principals.</i>		
Nicholas Tillinghast, . . . . .	Sept., 9, '40	June, 1853
Marshall Conant, A. M., . . . . .	Aug., 1853	Aug., 1860
Albert G. Boyden, . . . . .	Sept., 1860	
<i>Assistants.*</i>		
Thomas Rainsford, (part.,) . . . . .	Mar., 1841	May, 1842
Charles Goddard, . . . . .	Sept., 1841	early in '42
James Ritchie, . . . . .	Aug., 1843	Oct., 1844
Joshua Pearl, . . . . .	Dec., 1844	early in '45
Christopher A. Green, . . . . .	Mar., 1845	Feb., 1847
Dana P. Colburn, (part., late Principal of the Rhode Island Normal School,) . . . . .	Mar., 1847	June, 1847
Joshua Kendall, A. M., (now Principal of Rhode Island Normal School,) . . . . .	Mar., 1847	Feb., 1848
Miss Nancy Blackington, . . . . .	Mar., 1847	Nov., 1847
Dana P. Colburn, . . . . .	Mar., 1848	July, 1850
Richard Edwards, (now Principal of St. Louis Nor- mal School, Mo.,) . . . . .	Apr., 1848	Jan., 1853
Albert G. Boyden, (now Principal,) . . . . .	Aug., 1850	Oct., 1853
Edwin C. Hewett, (now teacher in the Illinois Normal University, at Bloomington,) . . . . .	Jan., 1853	Dec., 1856
Mrs. Sarah M. Wyman, (partially,) . . . . .	Nov., 1853	Feb., 1854
Jairus Lincoln, Jr., (now Principal of High School, at Yarmouth, Massachusetts,) . . . . .	Mar., 1854	July, 1855
Leander A. Darling, (now teacher in Charlestown, Massachusetts,) . . . . .	Sept., 1855	Aug., 1857
Benjamin F. Clarke, (now in Brown University,) . . . . .	Sept., 1856	Aug., 1857
Albert G. Boyden, . . . . .	Sept., 1857	Aug., 1860
Miss Eliza B. Woodward, . . . . .	Sept., 1857	
Miss Elizabeth Crafts, . . . . .	Sept., 1858	Feb., 1859
Warren T. Copeland, (Principal of High School, at Southborough, Massachusetts,) . . . . .	Mar., 1859	Feb., 1860
Charles F. Dexter, . . . . .	Mar., 1860	
James H. Schneider, A. B., . . . . .	Sept., 1860	

## OF THE SALEM SCHOOL.

<i>Principals.</i>		
Richard Edwards, . . . . .	Sept., 1854	Sept., 1857
Prof. Alpheus Crosby, . . . . .	Oct., 1857	
<i>Assistants.</i>		
Martha Kingman, . . . . .	Sept., 1854	
Elizabeth Weston, . . . . .	Oct., 1854	July, 1860
Lucy A. Tefft, . . . . .	Apr., 1855	Feb., 1856
Sarah R. Smith, . . . . .	Mar., 1856	
Phebe A. Breed, . . . . .	Mar., 1856	July, 1857

\* During the first, second, third, part of the seventh, the eighth, ninth, tenth, and part of the fifteenth terms, no Assistant was employed.

## SALEM SCHOOL.—Continued.

	Commenced service.	Ended service.
<i>Assistants—Con.</i>		
Olive P. Bray, . . . . .	Mar., 1858	
Ellen M. Dodge, . . . . .	Mar., 1858	
Mary E. Webb, .. . . .	Mar., 1858	
Gertrude Sheldon, . . . . .	Sept., 1858	July, 1860
Anna M. Brown, . . . . .	Sept., 1860	
Caroline J. Cole, . . . . .	Sept., 1860	
Elizabeth Carleton, . . . . .	Sept., 1860	
Eunice T. Plumer, . . . . .	Sept., 1860	Dec., 1860
<i>Teachers of Music.</i>		
E. Ripley Blanchard, . . . . .	Sept., 1854	Feb., 1859
Sarah M. Eaton, . . . . .	Mar., 1859	Feb., 1860
Elizabeth G. Hunt, . . . . .	Feb., 1860	July, 1860
Lucy Kingman, . . . . .	Sept., 1860	
<i>Occasional Assistants.</i>		
Elizabeth T. Dike,* . . . . .	May, 1857	July, 1857
Napoleon H. Jerome,* . . . . .	May, 1857	July, 1857
Olive P. Bray,† . . . . .	Sept., 1857	Feb., 1858
<i>Lecturers.</i>		
* Prof. Arnold Guyot, James C. Sharp, Esq., Rev. B. G. Northrop, Rev. John L. Russell, Miss Frances S. Cooke, M. D., Ephraim Brown, Esq., etc.		

\* During the temporary absence of Miss Kingman on account of her health.

† In the interval between the labors of the first and second Principal, and afterwards, to some extent, while a member of the Advanced Class.

As a matter of interest, there is here presented a table giving the various expenditures from year to year, since the foundation of the schools,—assigning to construction of buildings, the ordinary support of schools, and aid to students, their respective amounts, and showing what portion has been derived from the State, and what from individuals, towns and railroads. The table exhibits, not appropriations, but expenditures; if it is defective, it is in reference to the contributions from private sources; nor is any estimate made of donations of books and apparatus, nor of contributions by the students themselves:—

## BOARD OF EDUCATION.

SUPPORT OF THE SCHOOLS.				FOR ERECTION OF BUILDINGS.			AID TO PUPILS.
	Paid by the State.	Paid by Individuals.	From Todd Fund.	Total.	Paid by the State.	Paid by Individuals, Towns, or Railroads.	
1839, . . .	\$763 43½	\$763 43½	-	\$1,526 87	\$317 52 <i>a</i>	\$1,360 52 <i>b</i>	-
1840, . . .	2,123 57	2,123 57	-	4,247 14	-	500 00	-
1841, . . .	2,849 13½	2,849 13½	-	5,698 27	55 58	55 58	-
1842, . . .	1,669 62	1,669 62	-	3,339 24	-	-	-
1843, . . .	1,838 80½	1,838 80½	-	3,677 61	250 00	250 00 <i>c</i>	-
1844, . . .	4,525 42	132 33	-	4,657 75	500 00	560 00 <i>e</i>	-
1845, . . .	6,687 71	-	-	6,687 71	-	-	-
1846, . . .	5,379 50	-	-	5,379 50	5,000 00	6,500 00 <i>g</i>	-
1847, . . .	5,723 48	-	-	5,723 48	1,350 00	1,350 00 <i>h</i>	-
1848, . . .	6,105 35	-	-	6,105 35	370 00	-	-
1849, . . .	5,768 01	-	-	5,768 01	200 00	-	-
1850, . . .	7,351 66	-	-	7,351 66	-	-	-
1851, . . .	7,748 32	-	\$350 00	8,098 32	-	-	-
1852, . . .	8,410 46	-	360 00	8,770 46	-	-	-
1853, . . .	8,222 00	-	311 87	8,533 87	4,366 72	3,275 03 <i>i</i>	\$170 00
1854, . . .	9,689 64	-	927 70	10,617 34	5,902 79	13,729 97 <i>i</i>	1,554 50
1855, . . .	13,094 32	-	999 00	14,093 32	2,882 79	-	1,844 50
1856, . . .	12,775 38	-	461 00	13,236 28	4,814 25	-	3,372 18
1857, . . .	13,028 32	-	550 00	13,578 32	2,211 01	-	4,026 00
1858, . . .	13,218 64	-	775 00	13,993 64	98 14	-	3,997 43
1859, . . .	14,270 14	-	925 00	15,195 14	-	-	3,878 00
Totals, . . .	\$151,242 91½	\$9,376 89½	\$5,650 57	\$166,279 38	\$28,318 80	\$26,231 10	\$18,842 61

*a* Actually expended, though not paid till 1840.

*d* For release from obligations at Barre.

*c* From the Dwight Donation.

*f* For school at West Newton; Mr. Quincy's Donation not included, because the property was invested in Mr. Mann's name, and became part of his estate.

*g* Including the contributions from Bridgewater and Westfield.

*h* Special appropriation for alterations at West Newton.

*i* From Framingham and Salem, towards schools there. The Worcester and Essex Railroads contributed \$2,000 each.

*j* Which, with \$623.10½, applied for buildings, makes the \$10,000 contributed by Hon. Edmund Dwight.

Were the means at the disposal of the Board, it would not hesitate a moment largely to increase the libraries and apparatus at each of the schools. While there has been an advance in each of these particulars, a much greater one is still needed. The advance already secured is principally to be attributed to private munificence. The library at Salem, for example, has been increased the past year by 1,533 volumes, none of which have cost the State a dollar. The amount now annually appropriated by the legislature for the support of the schools is \$14,500. When it is considered that four schools are to be maintained, with four principals and twelve assistants to be paid, with the necessary expenditures for fuel, care of buildings, and the ordinary supplies for the school-room, it will be evident that only by special appropriations can there be secured an enlargement of the needed facilities for the wisest instruction.

It appears from this table that the State has expended upon the Normal schools,—

For Erection and Furnishing of Buildings, . . . . .	\$28,318 80
“ Support of Schools, . . . . .	151,242 91½
“ Aid to Students, . . . . .	18,842 61
<hr/>	
Total, . . . . .	\$198,404 32½

While this amount may seem large, and while it redounds to the credit of the Commonwealth,—when compared with the expenditures of the State for reformatory, correctional and charitable purposes, it seems small. Thus there has been expended, in the period covered by the existence of the Normal schools, as collated from the various Auditors' Reports,—

For the Blind, . . . . .	\$211,900 28
“ Deaf and Dumb, . . . . .	138,799 63
“ Eye and Ear Infirmary, . . . . .	67,500 00
“ School for Idiots, (11 years,) . . . . .	83,375 00
“ Paupers and Almshouses, . . . . .	2,812,012 64
“ State Prison, (16 years,) . . . . .	374,197 26
“ Reform Schools, (13 years,) . . . . .	584,591 08

It is by no means suggested that these latter appropriations are excessive. But while there has been annually spent, upon the Asylum for the Blind, an average of \$10,000; upon the School for Idiots, \$7,500; upon the State Prison, \$23,300; upon the Reform Schools, \$44,900; and upon State paupers and State almshouses, \$133,900;—an average of \$9,450 can hardly be exorbitant in qualifying teachers for a work which, so far as successful, materially lessens the need for prisons, reform schools, and almshouses, as well as confer incalculable benefit upon the future citizens of the Commonwealth. It ought also to be remembered that while these latter appropriations are a direct tax upon the people of the State, the expenditures for Normal Schools are derived entirely from the income of invested funds.

The increasing number of applications for admission has enabled the Board to secure a higher scholarship upon entrance, and thus virtually to establish a higher standard. While such a purpose should be executed prudently, it seems desirable that the schools should become more and more devoted to the special work, not mainly of instruction in the branches taught in the common schools, but of training teachers. In the early history of the schools, on account of the defective education of the applicants, this end could not be easily reached. The improvement in common schools has greatly relieved the difficulties then experienced; and far less preparatory work is now necessary. It is also thought that a certificate of graduation should be something more than a mere attestation of presence during the three terms; the Board therefore, has caused to be designed an appropriate diploma, which not only certifies to the required attendance, but also contains the recommendation of the pupil receiving it, in the opinion of the Secretary of the Board, the Visitors, and the Principal, as qualified to teach. These certificates will thus bear greater value than heretofore; and corresponding with this, more thorough examinations relatively diminish the number of graduates.

The statistics of admissions, attendance, graduation, and the number receiving aid, for the year now ending, are as follows:—



		Framingham.	Westfield.	Bridgewater.	Salem.	Total.
Admissions,—						
1st Term.	{ Males, . . . . .	—	9	14	—	23
	{ Females, . . . . .	20	31	22	50	123
	{ Total, . . . . .	20	40	36	50	146
2d Term.	{ Males, . . . . .	—	8	9	—	17
	{ Females, . . . . .	19	40	7	45	111
	{ Total, . . . . .	19	48	16	45	128
	<i>Total for the year,</i> . . . . .	39	88	52	95	274
Average age on admission,—						
	Males, . . . . .	—	19-75	21-29	—	20-63
	Females, . . . . .	19-5	18-16	18-56	18-9	18-73
	General, . . . . .	19-5	18-6	19-75	18-9	19-05
Pupils in attendance,—						
1st Term.	{ Males, . . . . .	—	34	44	—	78
	{ Females, . . . . .	68	100	40	139	347
	{ Total, . . . . .	68	134	84	139	425
2d Term.	{ Males, . . . . .	—	33	30	—	63
	{ Females, . . . . .	69	109	37	138	353
	{ Total, . . . . .	69	142	67	138	416
For Year.	{ Males, . . . . .	—	44	64	—	108
	{ Females, . . . . .	73	148	72	191	484
	{ Total, . . . . .	73	192	136	191	592
Had previously taught,—						
	Males, . . . . .	—	7	12	—	19
	Females, . . . . .	15	28	14	21	78
	Total, . . . . .	15	35	26	21	97
Graduated during the year,—						
Febr'y.	{ Males, . . . . .	—	5	8	—	13
	{ Females, . . . . .	13	11	24	23	71
	{ Total, . . . . .	13	16	32	23	84
July.	{ Males, . . . . .	—	8	23	—	31
	{ Females, . . . . .	14	9	8	26	57
	{ Total, . . . . .	14	17	31	26	88
	<i>Total for the year,</i> . . . . .	27	33	63	49	172
Pupils receiving aid,—						
	Males, . . . . .	—	*	27	—	*
	Females, . . . . .	32	*	29	47	*
	Total, . . . . .	32	125	56	47	260.

\* No return.

The following table, compiled from the records of the several schools, gives the number of pupils who have entered the Normal Schools, term by term, from their commencement; terms did not correspond as to number or time in the different schools, until 1855.

YEAR AND TERM.	FRAMING- HAM.*	WESTFIELD.†			BRIDGEWATER.‡			SALEM.§
	Females.	Males.	Females.	Total.	Males.	Females.	Total.	Females.
1839, 1st, . . .	12	-	-	-	-	-	-	-
“ 2d, . . .	10	-	-	-	-	-	-	-
	22	-	-	-	-	-	-	-
1840, 1st, . . .	14	-	-	-	7	21	28	-
“ 2d, . . .	5	-	-	-	7	7	14	-
	19	-	-	-	-	-	42	-
1841, 1st, . . .	11	-	-	-	9	9	18	-
“ 2d, . . .	18	-	-	-	2	9	11	-
“ 3d, . . .	-	-	-	-	3	7	10	-
“ 4th, . . .	-	-	-	-	3	10	13	-
	29	-	-	-	-	-	52	-
1842, 1st, . . .	9	-	-	-	4	8	12	-
“ 2d, . . .	15	-	-	-	16	9	25	-
“ 3d, . . .	11	-	-	-	9	8	17	-
	35	-	-	-	-	-	54	-
1843, 1st, . . .	14	-	-	-	16	3	19	-
“ 2d, . . .	6	-	-	-	26	7	33	-
“ 3d, . . .	22	-	-	-	8	17	25	-
“ 4th, . . .	17	-	-	-	-	-	-	-
	59	75	90	165	-	-	77	-
1844, 1st, . . .	17	-	-	-	13	7	20	-
“ 2d, . . .	13	23	26	49	10	10	20	-
“ 3d, . . .	33	10	19	29	4	15	19	-
“ 4th, . . .	19	-	-	-	-	-	-	-
	82	-	-	78	-	-	59	-
1845, 1st, . . .	14	4	8	12	9	7	16	-
“ 2d, . . .	27	8	7	15	20	18	38	-
“ 3d, . . .	20	17	19	36	9	15	24	-
	61	-	-	63	-	-	78	-
1846, 1st, . . .	16	13	11	24	14	16	30	-
“ 2d, . . .	41	8	13	21	7	17	24	-
“ 3d, . . .	21	4	16	20	4	9	13	-
“ 4th, . . .	21	-	-	-	-	-	-	-
	99	-	-	65	-	-	67	-
1847, 1st, . . .	15	6	7	13	2	9	11	-
“ 2d, . . .	17	9	11	20	7	6	13	-
“ 3d, . . .	-	8	11	19	6	4	10	-
	32	-	-	52	-	-	34	-
1848, 1st, . . .	20	7	14	21	4	10	14	-
“ 2d, . . .	31	11	15	26	3	7	10	-
“ 3d, . . .	32	9	22	31	7	7	14	-
	83	-	-	78	-	-	38	-

\* Opened July 3, 1839.

† Opened Sept. 4, 1839.

‡ Opened Aug. 10, 1840.

§ Opened Sept. 14, 1854.

TABLE—Continued.

YEAR AND TERM.	FRAMING- HAM.	WESTFIELD.			BRIDGEWATER.			SALEM.
	Females.	Males.	Females.	Total.	Males.	Females.	Total.	Females.
1849, 1st, . . .	12	13	26	39	11	12	23	
“ 2d, . . .	42	18	17	35	7	11	18	
“ 3d, . . .	45	2	19	21	7	9	16	
	99			95			57	
1850, 1st, . . .	53	4	18	22	8	23	31	
“ 2d, . . .	38	7	16	23	9	13	22	
“ 3d, . . .		6	17	23	8	16	24	
	91			68			77	
1851, 1st, . . .	62	4	11	15	8	24	32	
“ 2d, . . .		6	18	24	4	12	16	
“ 3d, . . .		3	14	17	9	15	24	
	62			56			72	
1852, 1st, . . .	45	8	18	26	6	16	22	
“ 2d, . . .	25	3	18	21	12	20	32	
“ 3d, . . .		7	14	21				
	70			68			54	
1853, 1st, . . .	24		22	22	8	12	20	
“ 2d, . . .		7	13	20	16	16	32	
“ 3d, . . .		7	3	10	2	3	5	
	24			52			57	
1854, 1st, . . .	36	7	16	23	7	6	13	
“ 2d, . . .	21	3	30	33	4	5	9	
“ 3d, . . .		6	29	35	8	7	15	71
	57			91			37	71
1855, 1st, . . .	12	14	35	49	10	23	33	42
“ 2d, . . .	14	5	47	52	15	22	37	27
	26			101			70	69
1856, 1st, . . .	17	11	33	44	8	28	36	37
“ 2d, . . .	16	8	30	38	5	19	24	28
	33			82			60	65
1857, 1st, . . .	18	6	21	27	17	19	36	44
“ 2d, . . .	36	15	36	51	10	9	19	36
	54			78			55	80
1858, 1st, . . .	28	11	27	38	13	24	37	33
“ 2d, . . .	13	12	33	45	13	28	41	41
	41			83			78	74
1859, 1st, . . .	31	14	36	50	23	12	35	52
“ 2d, . . .	26	7	31	38	7	10	17	34
	57			88			52	86
1860, 1st, . . .	20	9	30	39	14	22	36	50
“ 2d, . . .	19	8	39	47	9	7	16	45
	39			86			52	95

## SUMMARY.

Framingham, . . . . .	1,157
Westfield, (443 males, 1,006 females,) . . . . .	1,449
Bridgewater, (507 males, 715 females,) . . . . .	1,222
Salem, . . . . .	540

Total, (less a small number reëntering at different times,) . . . 4,368

The number of graduates, that is of those who have fulfilled the prescribed course, is, of course, very much less. Up to the end of the first term in 1860, the number is as follows : Framingham, 740 ; Westfield, (?) ; Bridgewater, 813 ; Salem, 218.

Other details regarding the present condition of the Schools will be found in the Reports of the Visitors.

At the session of the legislature in 1860, a special appropriation of \$5,500 was made "in aid of the Westfield and Salem Normal Schools, and for other purposes." This amount was in accordance, in part, with the request of the Board for means to enlarge the buildings at those places. The amount was not fully adequate to meet all the needs ; but feeling that it was not proper to expend upon a partial enlargement what was intended for an entire one, the Board adapted its plans to the means at its disposal ; \$4,500 were given to the Westfield School, and \$1,000 to that at Salem, where some generous, but unknown, donor had conditionally pledged \$1,000 more. These sums have all been expended. The building at Westfield has been enlarged by the addition of wings, and repaired wherever needed. The building at Salem has been improved by the enlargement of the attic, and its division into convenient and capacious rooms, and by new furnaces. The much needed painting of the interior awaits further appropriations. A view of the building at Westfield, with cuts of the floor plans, and a plan of the rooms at Salem as now completed, are herewith presented.

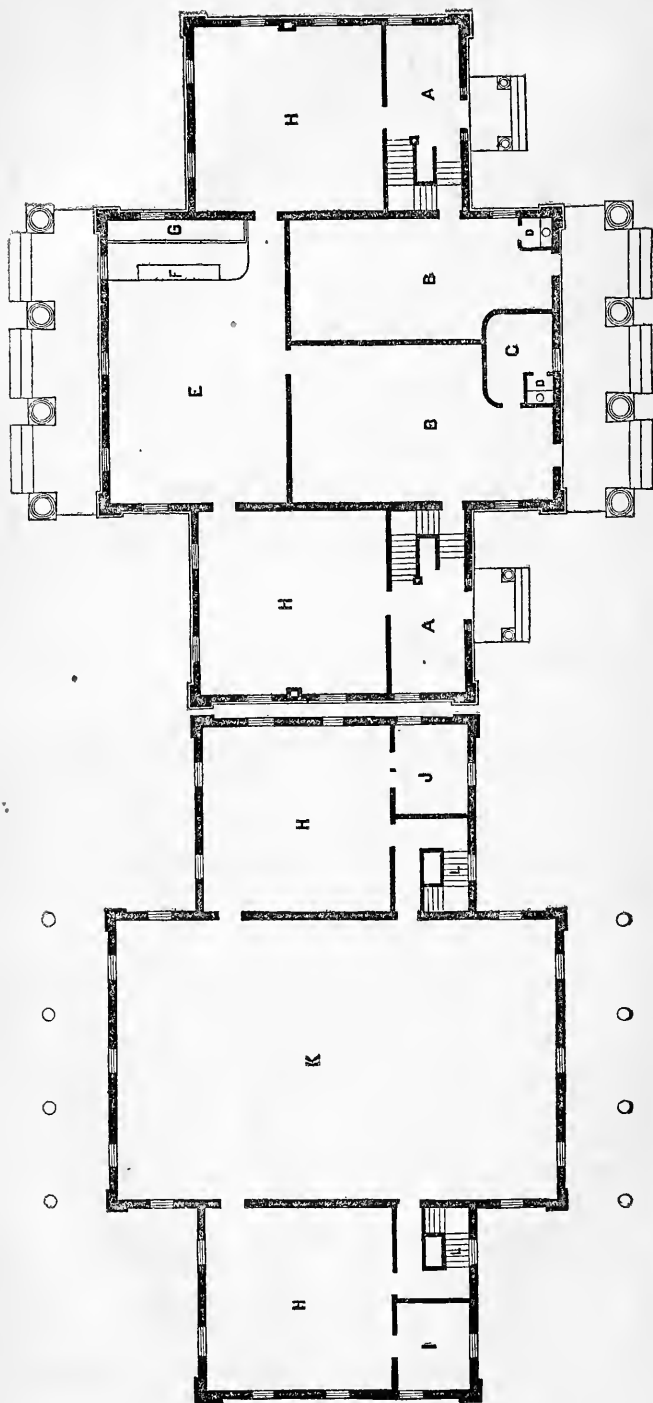
The Board wish to call especial attention to the need of enlargement and improvement in the building at Bridgewater. Being the first building constructed for a State Normal School in America, and therefore erected without the results of the experience which have now admirably adapted the other three buildings to their use, it is small, poorly contrived, and inconvenient. Neither its main school-room nor its recitation rooms meets essential wants. It has, also, now become impossible to warm the building with the means in use. The building is well located, and needs suitable enlargement and repairs to establish the school in as high prosperity as locality and other material conveniences can secure. The Board ask for a special appropriation for this purpose.

Exterior of the State Normal School, at Westfield, Mass.

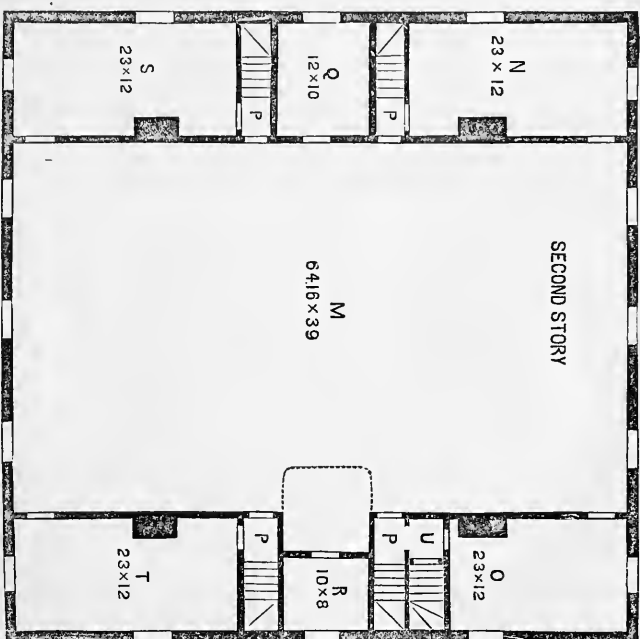
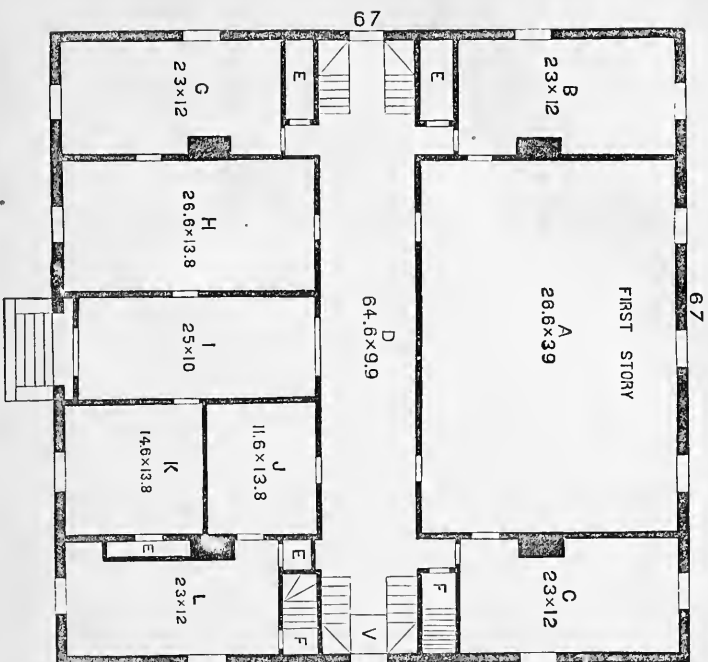


By the resignation of Hon. George S. Boutwell, the post of Secretary became vacant. The Board deeply regretted the loss of an officer who had occupied this responsible post with so much honor to himself and benefit to the State. Although intending to retire a year since, he was re-elected, and consented, at the urgent request of the Board, to continue temporarily in the service. The votes passed at that time were as follows:—

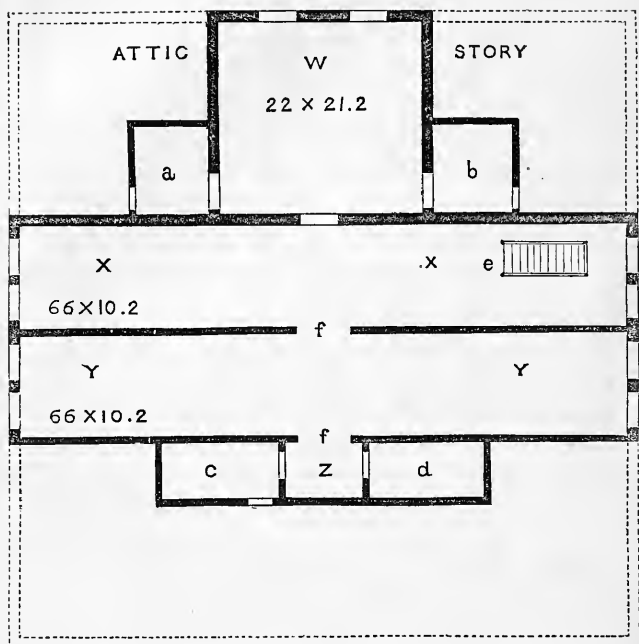
*Resolved*, That the Board of Education have received with great regret the resignation of the Hon. GEORGE S. BOUTWELL, the Secretary of the Board. They place the highest value upon his services and recognize in his administration of the important and laborious office with which he has been charged, distinguished ability and wisdom. His course has been prudent, firm, and conciliatory, equally honorable to himself and useful to



PLAN OF THE STATE NORMAL SCHOOL, AT WESTFIELD, MASS.—The main edifice is 60 by 40 feet, not including the portico at each end. The wings are 25 by 38 feet each. A, A, Entrance Halls. B, B, Dressing Rooms. C, Wash Room. D, D, Closets. E, E, Chemical Laboratories. F, Pneumatic Cistern. G, G, Closet for Chemical Apparatus. H, H, H, Recitation Rooms. I, Teachers' Room. J, Room for Philosophical Apparatus. K, Principal School Room. L, L, Stairs.



The STATE NORMAL HALL, at Salem, Me., is a Brick Building, sixty-seven feet square. I, Entrance Hall; K, Reception Room; D, Long Passage; J and L, Dressing Rooms; A, Lecture and Music Room; B, C, G, H, N, S, T, Recitation Rooms; E, E, E, E, Closets; F, F, Cellar Stairs; V, Water Tank for Closets below; U, Stairs to Library, Apparatus, &c., above; M, Principal School Room; P, P, P, P, Stairs connecting the two stories; Q, Room for Books of Reference; O and R, Teachers' Rooms.



W, Apparatus and Experiment Room; a, Apparatus Closet; b, Work Closet; x, x, Cabinet of Natural History; Y, Y, Library; Z, Recess; c, d, Closets for Books and Pamphlets; e, Stairs; f, f, Arched Passages.

the highest interests of the Commonwealth. He will carry with him in his retirement from this office the best wishes of the Board, individually and collectively, for his prosperity and happiness in his future career.

*Resolved*, That the Board earnestly request the Hon. Mr. Boutwell so far to modify the terms of his resignation as to continue to perform the duties of Secretary until the close of the present official year, or until the Board shall elect a successor.

It finally becoming necessary to accept his resignation,—the Board made choice of Hon. JOSEPH WHITE, of Williamstown, who will enter upon his duties in January, 1861. The Annual Report, however, is drawn up by the late Secretary, consisting, as will be seen, of a digest of the school laws. The eminent ability of the compiler, together with his thorough knowledge of the subject, will supply, in the best manner, a want deeply felt throughout the State; the various changes in the school—with other—laws having impaired the value of Hon. Mr. Mann's digest, made fourteen years ago.



The Board have but few suggestions to make regarding legislative action. In fact, it believes that changes, though sometimes indispensable, should be rare. Frequent alterations of the school laws prove a source of great evil,—by the ignorance they almost necessitate in school affairs,—by the encouragement held out to innovators,—and by the unsettled state of feeling it induces in the public mind. The latter is of particular injury. Whenever it is thought, whether truly or falsely, that the school system is to be experimented upon, and that changes are constantly to be expected, a feverishness is inevitable in regard to those interests which reach every home in the Commonwealth. When a good system has become so interwoven with the affections of the people, it is, indeed, frequently better to bear temporarily with slight evils, than to encourage a spirit of innovation. Great cautiousness is needed in making any change. To consolidate the present system is better than to introduce new features; to make as useful as possible all our present means is preferable to seeking for new. No material change ought to be made until a growing public sentiment is ripe to receive it.

The Board wish, however, to call your attention to the *School Fund*, in two particulars:—

1. It seems of doubtful propriety to make any thing a charge upon its income, which does not concern the public schools or the preparation and improvement of their teachers. The Fund was set apart “for the aid and encouragement of Common Schools.” However useful other objects may be, they clearly are not to be encouraged out of the product of this Fund. Educational matters, even, if they do not concern public and free education, do not come within its original scope. To endow a theological school, of whatever denomination, would meet with instant and severe reprobation; but this is no more foreign to its purpose, than the aid of any professional school whatever. That many objects are of excellent tendency and ought to be encouraged, does not prove that they ought to be encouraged from the School Fund or its income. Whatever aid the legislature may deem it proper to give to objects other than those legitimately connected with the public schools, could be, and should be, supplied from the other resources of the State.

2. The legislature of 1859 provided that “all the avails of the moiety of the public lands, which by the Resolve of the year

1857, inure immediately to the use of the Commonwealth, and the distribution of which is not provided for in this Act, shall be added to the principal of the Massachusetts School Fund ;"—the object being to increase the Fund to the amount recommended in the Secretary's Twenty-second Report, viz.: \$3,000,000, which would be no greater in proportion to the number of scholars than was contemplated when the Fund was first established. It is thus seen that, after the payment of certain appropriations then specifically made, the entire moiety of the sales is pledged to the School Fund.

The wisdom of this course is apparent. It removes the temptation which so large a property offers to the various plans of improvement or otherwise, and devotes a much needed amount to the interests of the public schools. This State property could in no other way become so useful to the whole Commonwealth. Were appropriations made from that source to any local objects, they could benefit only the immediate locality, except, at least, in a very slight degree; but by increasing the School Fund to the size which will make it proportionate to its original plan, every school district in the State receives the advantages. The charges upon the moiety of the income of the School Fund are doubtless to be increased but little; so that the increase of its capital will inure directly to the schools, and assist materially those poorer localities where even a few dollars will be felt to be of great service in lengthening schools. The Board feel that this pledge to the School Fund was eminently advantageous, and promises the best results. It is to be desired, therefore, that this sum shall not be hazarded in any way. When the Fund shall have reached the limit contemplated, the remaining amount will await the wisdom of the legislature. The Board respectfully suggests that no demands whatever should be allowed to diminish the assistance prospectively to be given to our common schools.

Great inconvenience has been felt by the Board from the fact, that the appropriations for each year are made by the legislature towards the end of its session, in March usually, or later, while one-fourth part of all the expenditures of the Board were payable about the first of January. Special legislation seems to be called for to remedy this inconvenience.

In chapter 34, section 9, of the General Statutes, the Board is empowered to "appoint one or more suitable *Agents* to visit the

several towns and cities for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, lecturing upon subjects connected with education, and in general of giving and receiving information upon subjects connected with education, in the same manner as the Secretary might do if he were present." Such appointments are of course dependent upon appropriations for the purpose. At the last session the appropriation previously made, failed of renewal. A very general regret has been felt that so valuable an auxiliary should be omitted ; and the Board beg leave to call special attention to this subject. The object of this agency is to render that service in the various parts of the State, to which the time of the Secretary is inadequate. The Hon. Horace Mann, in his closing report, explained, though for another purpose, the impossibility of one man's performing the various duties of a more private nature appertaining to the Secretary's office, and still finding time to attend to that intimate intercourse with schools and towns, which is of incalculable benefit. Saying nothing of the need of personal study essential to the true education of the present age,—the answers to legal inquiries, by which many a lawsuit is prevented, and many a prejudice disarmed ; the sought-for advice as to architecture ; the replies to questions on any conceivable plan of education, of whose invaluable results the public have little knowledge,—are enough to occupy the whole time of the ablest man who can be employed ; while Teachers' Institutes, Teachers' Conventions, and Normal Schools demand and ought to have the kindest attention ; and yet, beyond these, are duties of immense importance in intercourse with the people and with schools. Rev. Dr. Sears refers to this point when he says, in 1851: "A single individual, oppressed with the weight of other official duties demanding the greater part of his attention, cannot, in any worthy manner, accomplish the object proposed. The duties imposed upon the Secretary have accumulated within a few years, to such a degree, that only mere fragments of time can be found for the great work of visiting the State, town by town, to awaken a deeper interest in the public schools. Of the fifty-two weeks of the year, more than forty are required for other kinds of service." "An experiment of nearly two years," he says in 1853, "has fully established the utility, perhaps I should say the necessity, of a State Agency, as an auxiliary to towns, committees, and teachers."

The Hon. Mr. Boutwell, in 1857, after showing what other means can be used to accomplish the two things which the government should attempt, viz.: "To ascertain what the public opinion, in all sections and among all classes, is; and to attempt, by all proper means, to bring the public sentiment into harmony with the best educational ideas of the age," declares: "The re-establishment of the agencies [then temporarily suspended] upon a more liberal foundation, which shall contemplate the services of at least two men during the whole year, is the only means of meeting the want in question, that I am prepared to suggest. The work which the agents are to perform seems, for the present, necessary and pressing." To this we may add the testimony of the now retiring governor of the Commonwealth, who concluded his own report as an agent of the Board in 1851, with these words: "Such are some of the evils in our system of education, to the correction of which the labors of the Board of Education have been, for many years, earnestly directed. That field of labor is among the people; and I can conceive of no means more efficient or more certain to produce the desired results than that of the agencies established by an Act of the last legislature." "I cannot dismiss this subject," adds Dr. Sears, "without expressing my deep and abiding conviction that the experiment tried last year has fully proved the wisdom of the legislature in making the appropriation for the purpose, and that the continuance of it would have the happiest influence in promoting education among the people of the State."

The importance of this work is readily seen in noticing the various duties of the Agent, as set forth in the statute:

1. He is to visit schools, and is to inquire into the condition of the schools, examine classes, observe their excellencies and defects, perhaps give specimens of model teaching, and, in conclusion, address the pupils in reference to their deficiencies or merits, their duties and privileges, and the incentives and rewards of studiousness and fidelity. A practiced eye will quickly discover the peculiarities of a school, and the characteristics of individual pupils, their points of weakness, of danger, and of strength. A word fitly spoken in adaptation to the present perceived necessities of pupils, whether in the form of counsel, encouragement, warning, or restraint, may be of incalculable advantage to them.

At the meeting of the American Normal School Association last year at Trenton, N. J., when appropriate resolutions in honor of Horace Mann were under consideration, an eminent educator arose and said: "Mr. President, I owe it to Horace Mann, that I stand here to-night. A few words, which I heard from him in my boyhood, changed the history of my life. That address first inspired my mind with the desire and determination to secure a liberal education." The value of such an influence upon the youth of our Commonwealth cannot well be overestimated; compared with it, the cost of supporting such an agency sinks to insignificance. At the lowest estimate, an agent addresses more than ten thousand pupils annually. Who can estimate the worth of the impulse thus given to this multitude of juvenile minds?

2. He is to reach the *teachers* of the State. In schools, in town gatherings, and in institutes, he is to consider, with teachers, the best modes of teaching one or more of the school studies, or the hinderances to success in teaching, the greatness and responsibility of the teacher's work, the high qualifications required, the demand for diligence in the daily preparation of lessons by the teacher, or the methods of interesting and occupying little children, object lessons, training the senses, the necessity and modes of physical training, etc. To the earnest and susceptible minds of teachers, a competent and judicious lecturer can give a new impulse in the work of professional improvement and enthusiasm, and stimulate them to task their invention to the utmost to increase their tact, power, and success in teaching.

Now, while many professional teachers are already thoroughly qualified, others greatly need such suggestions. Indeed, the most competent instructors are best prepared and disposed to appreciate and sustain those efforts which aim to increase the skill and efficiency of the profession. But more than seven thousand teachers are annually employed in this State, many of whom—resorting to teaching as a temporary expedient in present emergencies—have attended neither Normal Schools, nor Teachers' Institutes, nor enjoyed any opportunity for a course of professional study.

3. This agency is adapted also to reach *school committees*. In the rotation of office, they are not unfrequently without experience in their peculiar work, and often perplexed by doubts as to the nature and extent of their duties, in the organization, gradation,

and supervision of schools, and on a great variety of practical questions pertaining to the methods essential to the highest efficiency and success of our schools. The opportunity of conferring with one who has made these subjects a matter of careful investigation, and who is conversant with the laws and decisions of the supreme court in regard to school questions, and with the usage of other towns, and the results of their experience in all parts of the State, is cordially embraced. Questions also very often arise in these interviews, as to plans of school-houses, school furniture, apparatus, ventilation, etc. In 1853, the total value of school-houses, according to the returns then made, was \$4,576,457.26. The amount now annually expended for the same purpose undoubtedly exceeds half a million of dollars. In 1853, Dr. Sears, after alluding to the influence of an agent in preventing injudicious arrangements and bad economy in the erection of school buildings, says: "It may safely be affirmed that ten thousand dollars have, in this way, been saved in one year, to say nothing of rescuing towns and districts from being committed to a bad system which otherwise, for a long time, would have remained like an incubus upon their schools. No one who is acquainted with the extent to which the injudicious erection of school-houses is now carried, can fail to perceive the great public utility of an agency established for the express purpose of carrying all the improvements connected with schools to every obscure town in the Commonwealth, and especially visiting all those places which are contemplating changes in their system, and of giving all needful information to committees before their plans are matured and executed . . . thus demonstrating the great importance and utility of a permanent agency in the clearest manner."

4. Very much also remains to be done by lectures, to diffuse information on important points, awaken greater interest in schools, and secure a more cordial coöperation of parents with teachers, and to advance public sentiment in behalf of learning, and to preserve the people in sympathy with the educational spirit and movements of the age. While our system of public instruction, in its general and comprehensive character, holds a proud preëminence, and is the crowning glory of our State, and while in many towns and cities, there is steady progress, glaring defects remain in many others. There is still much infelicity in the details of the practical working of the system, which can never

be remedied, until the sympathies and intelligent convictions of all are enlisted in favor of wise improvement of the means of education. It is to this point that public attention should be turned. The present need requires that the cordial assent of the people be continued to those cardinal principles which have now stood the test of experience, and which have long since been recognized as fundamental with all true educators. But the work is the work of the people. It will approach to perfection just in proportion as it secures their general concurrence and efficient support.

Entertaining these views, the Board respectfully ask for an appropriation sufficient for the support of at least one Agent for the ensuing year.

The Reports of the Visitors of the respective Schools, the Treasurer, and the Secretary, are also herewith submitted as approved.

NATHANIEL P. BANKS.  
ELIPHALET TRASK.  
ALONZO H. QUINT.  
HENRY WHEATLAND.  
ARIEL PARISH.  
CORNELIUS C. FELTON.  
WILLIAM A. STEARNS.  
ERASTUS O. HAVEN.  
DAVID H. MASON.  
GEORGE S. BOUTWELL.

*Report of the Visitors of the Normal School at Framingham.*

The Visiting Committee of the Normal School at Framingham submit to the Board of Education the following report as to its condition during the past year.

The Committee have visited the school from time to time, without notice, and have listened to the performances of all the classes. They have found that the instruction given has been thorough, and the devotion of the pupils to their studies commendable and satisfactory. The order of the school, and the quiet manner in which the work is carried on, have appeared to the Committee all that could be desired. The number of scholars belonging to the school has been 75, divided as follows: In the senior class, 20; in the second class, 34; in the junior, 21. Of these, 39 were admitted during the year; 27 have been graduated, and 7 dismissed. Nearly all who have been graduated from the school during the year, are now engaged in teaching, with a good degree of success.

Several courses of lectures have been delivered to the school. Mr. Leander Wetherell has given a course on Natural History, Mr. James C. Sharpe on Chemistry, Mr. John L. Russell on Botany, and Dr. Dio Lewis on the Laws of Health. Mr. Wetherell's course consisted of six lectures, Mr. Sharpe's of twelve, Mr. Russell's of five, and Dr. Lewis has given a series of lessons in Gymnastics, the expense of which has been partially defrayed by contributions among the pupils, and partly by an appropriation made by the Board. The committee have a very favorable opinion of the benefits to be derived from this system of physical training, and hope that some permanent arrangement may be made by which physical education may be made a permanent part of the training in our Normal Schools. The great advantages of a well-devised system of gymnastics are: First, that the exercises may be adapted to the development of every part of the physical system, or to any particular part of the system that needs to be strengthened. Secondly, that it is the most economical method of preserving the bodily health, in regard to the time necessary to be devoted to it. In ordinary cases, twenty minutes or half an hour daily is quite sufficient, if judiciously employed in vigorous gymnastic exercises, with no more complicated apparatus than a pair of light dumb bells, and a pair of Indian clubs, to maintain all



the functions of the body in healthy activity. But it should always be remembered that the object of such a system is not the development of an abnormal degree of physical strength, nor the formation of a class of athletes of either sex, but the maintenance of sound bodily health, to the end that the intellectual and moral powers may not be impeded by disease or physical weakness. There is a tendency to run into excesses on this subject—the natural reaction from the neglect of the laws of health, in past times. The tone of some of the recent lectures and publications on physical education seems almost to imply, not only that mind and body are identical, but that muscular development and religion are one and the same thing. Hence the prevalence and popularity of such phrases as *muscular Christianity*, an expression that has as little warrant in Scripture as it has in common sense. In schools and colleges gymnastic exercises should be under the direction of men who have studied the subject scientifically, and excesses of every kind should be most carefully guarded against, or the consequences may be demoralizing to character, and even fatal to life. In the case of young ladies, especial care must be taken that the exercises be adapted to the peculiarities of the female constitution, otherwise serious injuries, instead of benefit, are likely to result.

The accommodations of the Framingham School are sufficient for a larger number of pupils than have ever yet attended it; but there are circumstances which tend to keep the numbers less than in the other Normal Schools. Among these, the principal one is probably the cost of living in the town. This is a difficulty which is likely to be permanent; and the visitors have no remedy to suggest.

The exposed position of the school-house is such, that in the coldest part of the winter it has been impossible to keep the rooms sufficiently warm to be comfortable. This has been partly remedied by setting double windows in the building during the winter months. It will be necessary before another winter to repair the furnaces, or to procure new ones; and it would be desirable to repair the house.

Donations of books have been received by the school from several distinguished publishing houses, as Messrs. Brown & Taggard, and Messrs. Gould & Kendall; also, from Leander Wetherell, Esq., Prof. A. Crosby, Rev. John F. Bigelow, the Hon. Charles

R. Train, and the Hon. Charles Sumner. Mr. Wight, the eminent artist, has also presented to the school a fine engraving of his portrait of Humboldt—a portrait which represents with remarkable fidelity, the features of that illustrious and lamented man. This leads us to say, that the library of the Normal School deserves the special attention of its friends. Among the instrumentalities of education, a large library, especially of standard books of reference, is certainly one of the most important. For several years no appropriation for this object has been made. The Visitors content themselves with bringing the subject to the attention of the Board.

The teachers of the school at present are: George N. Bigelow, *Principal*; Nancy J. Bigelow, Francis E. Wadsworth, Martha E. Young, *Assistants*.

Miss Hoyt, an efficient and successful teacher, who has been connected with the school at two different periods, has resigned her place, to accept one more lucrative. She had refused several good situations, because she found her duties in the Framingham School more congenial to her taste; but finally, as it was evident that the committee had not the means of increasing her salary, she felt compelled to withdraw, though reluctantly, and accept a situation which offered an ample salary. While the Visitors regret to lose the services of so competent a teacher, they cannot but assent to the propriety of her course. They rejoice in the evidence furnished by such facts, that the labors of able teachers are more justly appreciated than they were in former times. At the same time, it may be a question whether such teachers should be allowed to leave the service of the State, for such consideration.

Mr. Blanchard, after having rendered excellent service as a teacher of music, has withdrawn from that occupation. Appreciating highly his labors in cultivating a taste for that beautiful art among the pupils of the Framingham School, the committee take this occasion to thank him for what he has done, and to convey to him their best wishes for his happiness in the future.

C. C. FELTON,

D. H. MASON,

*Visitors.*

*Report of the Visitors of the Normal School at Westfield.*

The Normal School at Westfield still maintains its reputation for the successful accomplishment of the object for which it was established.

The past has been a prosperous year in regard to numbers, the aggregate being 192, which is larger by six than during any former year. The zeal and earnest efforts manifested both by teachers and pupils to produce the best results with the means placed within their reach by the State, have been worthy of the highest commendation. It is believed that the State has never had greater encouragement to prosecute the work of intellectual and moral improvement of the youth in the Commonwealth through this agency, than at the present time.

The instructors employed during the year have been the following:—John W. Dickinson, A. M., Principal, Philo M. Slocum, William B. Green, Dora C. Chamberlain, and Emeline Parsons. Col. Asa Barr has given instruction in vocal music. Lectures have been delivered by Hon. William G. Bates, and a course on Botany, by Rev. J. L. Russell, of Salem.

Miss Chamberlain was relieved from the duties of the school during the summer term, and her place was, in part, supplied by Mrs. Dickinson, a former teacher in the school. Mr. J. C. Greenough, who has been absent during the past year, having completed his collegiate course at Williamstown, has returned to his former position as teacher, with renewed zeal and energy.

Mr. William B. Green, who was employed during the absence of Mr. Greenough, leaves, having fully established a reputation as a highly skilful and efficient teacher.

The following are the usual statistics of the school for the year:—

The number of students admitted is	.	.	88
Young men,	.	.	17
Young women,	.	.	71
Admitted spring and summer term,	.	.	40
Young men,	.	.	9
Young women,	.	.	31

Admitted fall and winter term, . . . . .	48
Young men, . . . . .	8
Young women, . . . . .	40

Number who had taught before entering, . . . . .	35
Young men, . . . . .	7
Young women, . . . . .	28

Average age of those admitted :—

Young men, . . . . .	19 yrs. 9 mos.
Young women, . . . . .	18 “ 6 mos.

Number in attendance, summer term :—

Young men, . . . . .	34
Young women, . . . . .	100
	<hr/> 134

Number in attendance, winter term :—

Young men, . . . . .	33
Young women, . . . . .	109
	<hr/> 142

Number in attendance during the year :—

Young men, . . . . .	44
Young women, . . . . .	148
	<hr/> 192

Number who have completed the course of study, . . . . . 33

Received aid from the State, . . . . . 125

Occupation of Parents or Guardians :—

Farmers, 113 ; mechanics, 52 ; merchants, 11 ; clergymen, 3 ; physicians, 2 ; postmasters, 2 ; railroad superintendent, 1 ; missionary A. B. C. F. M., 1 ; peddler 1 ; sea captain, 1 ; truckman, 1 ; unknown, 4.

Hampden County furnished . . . . .	69
Hampshire “ . . . . .	28
Berkshire “ . . . . .	23
Worcester, “ . . . . .	32
Franklin, “ . . . . .	10
Essex, “ . . . . .	4
Middlesex, “ . . . . .	3
Bristol, “ . . . . .	2
Norfolk, “ . . . . .	1

Massachusetts, . . . . .	172
Maine, . . . . .	7
New Hampshire, . . . . .	4
Vermont, . . . . .	3
Connecticut, . . . . .	5
New York, . . . . .	1
	<hr/>
	192

The health of the pupils has been uniformly and unusually good; and its influence on the cheerfulness, elasticity and energy of mind apparent in the institution is due, in no small degree, to the judicious care used in preserving physical vigor. Proper attention to diet, rest and exercise, have produced their legitimate results, in a most gratifying manner. We present a brief extract from the semi-annual report of the Principal, to the Visitors, as an indication of his views of the importance of physical exercise. He says: "It is a somewhat common opinion, that vigorous mental exercise is destructive to physical health. This opinion seems to have had its origin in the fact, that many students lose their health while attending school, and after graduating, live a few miserable, useless years, and then die a premature death.

"I have no hesitation in saying, that if those who have the charge of educating the young will provide and apply, with as much care, the means of physical training as they use in providing and applying the means of mental training, no student under their charge will die of hard study.

"No general, systematic, physical training in connection with the schools of this country, has ever yet been attempted. In some cases gymnasiums have been erected, and other means of physical training provided, but their use has been left to the uncertain and inconstant impulses of the students. For a day, the means may be used to excess, and then for a week remain unnoticed.

During the past term the students have been constant in their daily exercise in the open air, whenever the weather would permit. During the recesses of the school hours, pleasant exercise and good air have been enjoyed by both teachers and pupils, on the beautiful grounds about the building; as the result, an abundance of good health and good nature has been possessed by all."

If a moderate expenditure could be made for suitable apparatus for exercise, doubtless it would prove a valuable investment,

which would increase largely the acquisitions of young teachers while preparing to teach, and would enable them to bestow far more liberally upon their future pupils the mental treasures here acquired.

Few candidates for admission now present themselves, as formerly, at the middle of the term; and nearly all continue to the close. This improvement in regularity of entering and attendance adds greatly to the efficiency of the course of study. The Principal says: "All who enter the school remain three terms, but they do not receive a certificate of graduation, at the end of this time, unless they have satisfactorily completed the course of study; and the school does not, in any way, hold itself responsible for any who do not graduate, however long they may have been connected with the institution. This has done much towards raising the standard of scholarship, and it gives to those who go out from us, a higher preparation for their work and a surer success. The members of the present graduating class have, with one exception, been members of the school for *two years*."

"During the term, calls for our teachers have been made from India, the Sandwich Islands, and from almost every State in the Union. But, notwithstanding these calls, the graduates will not fail to discharge their entire duty to the parent State that has with such liberal hand shed blessings upon them.

"The success of the graduates of the school is gratifying and encouraging; and it seems, after a long experience, to have settled the question that *teaching is a science* which must be thoroughly understood, before its principles can be successfully applied."

The appropriation made by the legislature of 1860 has been applied for the enlargement of the school building; and the great inconvenience, endured for several years, from crowding large numbers of pupils into contracted accommodations has been removed. By the addition of two wings to the original edifice, four spacious rooms are provided, suitable for recitation-rooms, reference and text-books, libraries, philosophical apparatus and specimens illustrating natural history. The school-room is enlarged, so as to comprise the whole of the upper story of the old building, by which an area of 12 by 38 feet has been added. Beneath the school-room is a convenient lecture-room for chemical experiments, and a recess-room for chemical apparatus; also, two spacious

rooms for outer garments, where pupils may exercise in unpleasant weather, and in which, whenever occasion may require, cases may be placed for the reception of mineralogical and geological specimens, without obstructing the use of the rooms for the purpose to which they are now devoted.

The edifice is substantially and thoroughly built of brick ; it is spacious, convenient and well adapted, in all its arrangements, for the purpose for which it has been erected. A beautiful dome surmounts the building, which was incorporated in the plan, not so much for the improved architectural appearance it would impart, as an actual necessity to give sufficient light to the school-room.

The architect, Jason Washburn, Esq., of this city, and the contractors, Messrs. James Newton and Sons, of Greenfield, have fulfilled their contracts with great fidelity, and deserve special credit for their energetic efforts to complete their work within the limited time of the summer vacation, under the great embarrassment occasioned by the erection of two brick churches and gas works in the village, at the same time, which absorbed all the building materials and workmen in the vicinity.

It has been the object of the committee to expend the funds placed at their disposal, in a manner which should be permanently advantageous to the institution and creditable to the State. The first object was to obtain a general plan which should contribute most to the convenience of the school, while the external appearance should present a chaste specimen of architecture. The next was to bring the cost within the amount appropriated by the legislature.

The plan adopted by the committee and architect, after long and mature deliberation, was the best they could devise under the circumstances. It could not have been reduced, in dimensions, without so contracting the rooms as to retain the very objectionable features of the building which the enlargement was designed to obviate, and leaving the structure, a permanent inconvenience, an ill-proportioned, contracted building,—a lasting discredit to the committee who planned it and to the State which provided for its erection. It was decided therefore to give the building ample size, but to omit, for the present, the porticos over the two main entrances, which convenience and architectural proportions require ; also, the dome, which appeared to be an unavoidable

necessity for securing suitable light for the school-room, was excluded from the plan for want of means. But so indispensable did it seem for the purpose named, that efforts were made to raise the sum required from private resources. This failing, the whole expense was assumed by one individual, who, from an unwillingness to see a defect of such magnitude admitted into the plan, was induced to provide from his own limited means the amount needful to cover the expense. Since the completion of the building it is very apparent that, without the dome, the school-room would not have been light enough to use without inconvenience and prejudice to the eyesight of the pupils. With it, a beautiful light is obtained, also an excellent means of ventilation; to which we may add, what will be obvious at a glance of the eye, a graceful, symmetrical finish is imparted by it to the external appearance of the whole edifice.

So far as improvements have been made every thing has been done with a view to thoroughness and permanency. Doubtless, the building in all its arrangements for convenience, and adaptedness to its purposes, is not inferior to any in the State; but full and adequate provision has never been made for this, and perhaps it may be said, for any of the Normal Schools, so as to give them a thorough test of their capability. The importance of completeness and perfection cannot be easily overrated even in the building occupied by a Normal School. It stands, year after year, a silent teacher of school-architecture, impressing daily lessons on the minds of all who resort to it for instruction. To them it should be a model. Through their influence many a town should have more beautiful and convenient structures for school-houses, from the mute suggestions it imparts, and more elegant school buildings should induce a more refined taste, improved manners and morals in thousands of those who are to be the future citizens of this Commonwealth.

Located as this school is, in one of the most beautiful of the lovely villages in the valley of the Connecticut, in the midst of a people whose deep-felt interest and kindly sympathy for pupils temporarily residing in their families, are proverbial,—with numbers in constant attendance always quite equal to its capacity to accommodate, and with the prestige of success which has so uniformly characterized the institution, it is safe to affirm that a



stinted provision for its wants cannot be a wise one. If a well-educated community is desirable, and if such an institution is clearly producing good results to this end, then a proper endowment to give it a free and full working power is true wisdom, on the part of the State.

The principal expenditure for the building has been made; and with the exception of the two items named above, one of which, for want of funds has been omitted, and the other assumed by an individual who ought not to be burdened with what belongs to the State, little remains to be done except to provide for the current wants of the school.

The floor plans and exterior view of the Normal School building at Westfield as it appears since its enlargement, have been printed on pages 19 and 20, in connection with the Report of the Board.

A. PARISH.

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*Report of the State Normal School at Bridgewater.*

During the past, which is really the twentieth year of its existence, the Bridgewater Normal School has shown a vigorous life, and has in spite of some difficulties that should be removed, accomplished all that could properly be demanded of it.

At the close of the Summer Term, Marshall Conant, A. M., who had been Principal of the school for seven years, was compelled by ill-health to resign his place, and Mr. Albert Boyden was appointed Principal. During his long connection with the school Mr. Conant, by his accuracy of scholarship, his skill as an instructor, his industry and fidelity, had always secured and maintained the high regard of the pupils, and had given entire satisfaction to the Board of Education, and his necessary resignation of office was universally regretted.

Mr. Boyden had been a teacher in this school six years, and is believed to be amply qualified to maintain the high character of his predecessors in office. Mr. James H. Schneider, a graduate of Yale College, has been appointed Assistant Teacher, and Mr. Charles F. Dexter, a graduate of this school, second Assistant. Miss Eliza B. Woodward remains as Preceptress, and Mr. O. B.

Brown is teacher of Music. Mr. James C. Sharp, of Dorchester, delivered a course of twelve lectures on Chemistry in the summer term, and Rev. John L. Russell, of Salem, delivered in the winter term, a course of six lectures on Botany. All the faculty seem to have the greatest good of the school at heart, and enjoy a popularity founded upon ability, industry, and fidelity.

The number of pupils admitted March 21, 1860, was as follows: males 14, females 22; total 36. The average age of the young men was 20 5-7 years, of the young women a little above 18 years. The number admitted September 18, 1860, was, males 9, females 7; total 16. The average age of the young men was 20 1-9 years, of the young women 20 years. During the year, there have been admitted 52 pupils; the average age has been 19 years. The number in attendance during the summer term, was, young men, 44, young women, 40. Senior class, 31; middle class, 17; junior class, 36; total 84. During the winter term, young men, 30, young women, 37; senior class, 14; middle class, 35; junior class, 15; graduates, 3; total 67. During the year the number of different pupils in attendance has been 136.

A class of 32 graduated February 21, 1860; young men, 8, young women, 24. A class of 31 graduated September 24, 1860; young men, 23, young women, 8. Total graduated during the year, 63. The whole number that have graduated during the entire twenty years of the school, is 799; which is about forty a year.

The pupils admitted in 1860, have come from the following counties and towns:—

Plymouth County has sent 18, as follows: Bridgewater, 5; East Bridgewater, 3; West Bridgewater, 1; North Bridgewater, 1; Middleborough, 2; South Scituate, 3; Mattapoisett, 1; Hingham, 1; Rochester, 1.

Norfolk County has sent 5, as follows: Canton, 1; Dover, 1; Medfield, 1; Randolph, 1; Sharon, 1.

Middlesex County has sent 3; Sherborn, 3.

Suffolk County, from Boston, 1.

Worcester County has sent 2; from West Brookfield, 1; Upton, 1.

Hampden County has sent 2; from Brimfield, 1; Monson, 1.

Bristol County has sent 8; from Acushnet, 2; Easton, 2; Fall River, 1; Raynham, 1; Swanzey, 1; Taunton, 1.

Maine has sent 7; New Hampshire, 2; Vermont, 1. Total, 52.

The following are the occupations of the parents of the pupils that have been admitted during 1860: farmers, 26; tailors, 2; carpenters, 2; mechanics, 2; carriage manufacturer, 1; shoemakers, 2; shoecutter, 1; clergyman, 1; painter, 1; accountant, 1; fruit dealer, 1; cigar maker, 1; insurance agent, 1; millwright, 1; storekeeper, 1; lawyer, 1; deceased, 6.

Of the 52 admitted, one-half had previously been engaged in teaching.

Of the 32 who graduated in February, 29 are now known to be teaching; of the 31 who graduated so late as September, 23 are now known to be teaching. The demand for teachers from the graduates of this school seems to be as strong as ever. A graduation here is almost a sure passport to a good position as a teacher.

The number of pupils that have received aid from the State this year is 56; young men, 27; young women, 29. The amount paid was \$1,000.

We have spoken highly of the instruction and training given in this school, but not more so than they deserve. The difficulties to which we have alluded, arise from the inadequacy of the school-building to accomplish its purpose. A Normal School Building should be a model school-house. The rooms, furniture and all the fixtures should be such as not only to afford all necessary conveniences but to give the pupils a correct idea of such things.

The building at Bridgewater was the first erected for a State Normal School in this country, when the experiment of Normal Schools was new. It is too small, and has no suitable rooms for a library, or museums, or even for the reception of visitors. The furniture in the school-rooms is antiquated, and the seats are crowded too closely together. The high character of the school, won by a successful career thus far, and the large section of the State that is particularly accommodated by it, strongly demand an enlargement and improvement of its building.

The actual usefulness of the school, and its promise for the future, were never greater than now.

ERASTUS O. HAVEN.  
ALONZO H. QUINT.

*Report of the Visitors of the Normal School at Salem.*

The Salem Normal School continues to maintain its high position. The statistics of the school are as follows:—

1. Whole number of pupils since the opening of the school,	
September 13, 1854, . . . . .	540
2. Class admitted February 29, 1860, . . . . .	50
Average age when admitted, $18\frac{2}{5}$ years.	
Class admitted September 5, 1860, . . . . .	45
Average age when admitted, $18\frac{9}{10}$ years.	—
Whole number admitted in 1860, . . . . .	95

3. Of the pupils admitted in 1860, Salem has sent 22; Lowell, 7; South Danvers, 6; Marblehead, 5; Beverly and Lynn, 4 each; Hingham and Middleton, 3 each; Chelsea, Gloucester, Leominster, and Worcester, 2 each; Andover, Barnstable, Billerica, Brewster, Charlestown, Charlton, Chicopee, Concord, Fairhaven, Groton, Ipswich, Lynnfield, Manchester, Melrose, Needham, North Andover, Reading, Rockport, Saugus, Shrewsbury, Swampscott, Topsfield, Upton, and Winchester, 1 each; Litchfield, and Waterford, Me., have sent 1 each; Manchester, N. H. 2; Barrington, Franklin, Pelham, and Wolfboro' N. H., and Rutland, Vt., 1 each.

4. The occupations of their fathers have been stated as follows: farmers, 22; merchants, 12; manufacturers or mechanics, 8; boot and shoemakers, or dealers, 8; carpenters, 5; tanners, or curriers, 4; bank, custom-house, or insurance officers, 3; blacksmiths, 3; bookkeepers, or clerks, 3; teachers, 3; engaged in railroad business, 2; sea captains, 2; stove dealers, 2; agent of locks and canals, overseer of locks and canals, baker, butcher, city assessor, clergyman, gauger, lawyer, lithographer, mariner, mill owner, physician, stable keeper, stage driver, steam planer, tailor, teamster, and watchman, 1 of each occupation.

5. Of the class admitted in February, 13 had previously taught school; and of the class admitted in September, 8; total, 21.

6. Class graduated February 9, 1860, . . . . .	23
“ “ July 26,* . . . . .	26
	<hr/>
Whole number graduated in 1860, . . . . .	49

7. Whole number of graduates of the school, (ten classes,) 218.

8. In February, 1860, 35 pupils received State aid, and in July, 1860, 26. Number of different pupils who have received aid during the year, 47.

9. Number of pupils in attendance the present term : advanced class, 10 ; senior class, 27 ; middle class, 53 ; junior class, 48 ; total, 138. The number during the preceding term was 139. The excess of these numbers above the prescribed number for the school, 120, has been owing to the press of candidates for admission, the number of these at the two examinations of the year having been 127.

10. Of the instructors in the school at the close of the last year, the following continue in service : Alpheus Crosby, Martha Kingman, Sarah R. Smith, Olive P. Bray, Ellen M. Dodge, and Mary E. Webb. The vacancies caused by the regretted resignations of Misses Weston, Sheldon, and Eaton, in the course or at the close of the last term, have been supplied the present term by the appointment of the following instructors : Anna M. Brown, Elizabeth Carleton, Caroline J. Cole, Eunice T. Plumer ; and Lucy Kingman, teacher of music. During the last term, in the lamented illness of Miss Eaton, the instruction in music was successfully given by Miss Elizabeth G. Hunt, a member of the senior class. All of the teachers retain the hearty confidence of the Visitors.

11. Valuable courses of lectures have been delivered during the year, by Ephraim Brown, Esq., upon Geology and Palæontology ; A. W. Sprague, Esq., on Natural Philosophy ; Frances S. Cooke, M. D., on Anatomy, Physiology, and Health ; Rev. John L. Russell, on Botany ; and James C. Sharp, Esq., on Chemistry. Instructive and interesting lectures have also been given by Professors H. Krüsi, E. L. Youmans, and J. De Launay, Rev. Messrs. S. R. Calthrop, C. C. Beaman, and B. B. Newton ; Messrs. C. C. Coffin, L. Wetherell, G. A. Walton, and others.

\* A Second Degree was also conferred upon six pupils who had completed the advanced course of study.

12. For Donations during the two last terms, thanks are due :—

For donations to the Library,—to Jacob Batchelder, Esq., and Dr. Henry Wheatland, of Salem ; Hon. J. D. Philbrick, J. L. Shorey, Esq., and Messrs. Bazin & Ellsworth, Brown, Taggard & Chase, Crosby, Nichols, Lee & Co., Gould & Lincoln, Hickling, Swan & Brewer, James Munroe & Co., and Shepard, Clark & Brown, of Boston ; Miss E. P. Peabody, of Concord ; President Lord, of Dartmouth College ; Mrs. R. S. Howland, of New Bedford ; Professor W. C. Fowler, and Messrs. D. Appleton & Co., Barnes & Burr, Ivison & Phinney, Pratt, Oakley & Co., and Sheldon & Co., of New York ; Messrs. Sanborn, Carter & Co., of Portland ; the Secretaries of State, of the Board of Agriculture, and of the Board of Education ; the Graduating Class of July, 1858 ; and to many School Committees and other friends.

For donations to the Cabinets of Apparatus and Natural History,—to Professor Forrest Shepherd, of New Haven ; Messrs. P. Reid & Co., of New York ; Winthrop Thurston, Esq., of Rockport ; Francis A. Smith, Esq., of Beverly ; B. Thatcher, Esq., of East Bridgewater ; Mrs. D. P. Carpenter, Miss M. L. Shepard, and T. Pinnock, Esq., of Salem ; and to some of the past or present members of the school.

For Plants contributed to the embellishment of the grounds,—to Miss S. Frye, J. C. Lee, Esq., J. Pickering, Esq., and W. D. Pickman, Esq., of Salem.

For a fine portrait of Prescott, the historian, and a beautiful Chandelier,—to the two Graduating Classes of the year 1860.

In expressing thanks to generous friends for some pecuniary donations, we may particularly mention that, in the course of the last three terms, a gentleman of large-hearted benevolence has given eight hundred dollars in aid of pupils attending the school.

13. Additions to the Library during the two last terms :—Text-books for use in general or class exercises, 327 ; books for general reference and reading, 1,206 ; total, 1,533. These additions have been made without expense to the State.

14. Expended last term for additional Philosophical Apparatus, \$96. A donation was also received during the last vacation, of twenty-one valuable Charts imported from England, including Marshall's Physiological Diagrams, and Patterson's Zoölogical Diagrams.

15. Improvements upon the school building during the last vacation :

(1.) By raising parts of the roof, an attic story has been obtained, furnishing ample and convenient accommodations for the Library, Apparatus, and Cabinet of Natural History, and releasing for use in recitation the rooms before appropriated to these in the lower story.

(2.) A new teachers' room has been prepared.

(3.) New furnaces have been set, the cellar floor has been completed ; and closets have been made for fuel, &c., in the cellar.

16. The appropriations requested in the last report of the Visitors for painting the interior of the building, and for increasing the apparatus, are still greatly needed. It is also important for the full usefulness of the institution, that it should have the means of purchasing important educational books which cannot be obtained by donation.

ALONZO H. QUINT.  
HENRY WHEATLAND.

*Dr.* THE MASSACHUSETTS BOARD OF EDUCATION *in account with* GEO. B. EMERSON, *Treasurer.* *Cr.*

## ON ACCOUNT OF THE TODD FUND.

	1860.	By amount received from the interest of the Todd Fund,	
1859, Dec. 21,	\$9 52	Mar. 12,	
" " Dec. 28,	125 00		
1860, March 16,			\$714 00
" " May 22 and July 6,	50 00		
" " July 6,	100 00		
" " Sept. 29,	100 00		
" " July 6,	50 00		
" " October 19,	25 00		
" " Dec. 24,	50 00		
" " Dec. 24,	25 00		
	75 00		
	104 48		
	<u>\$714 00</u>		

## ON ACCOUNT OF APPROPRIATION FOR STATE AID TO PUPILS IN THE NORMAL SCHOOLS.

	1859.	By balance in the Treasurer's hands,	
1860, January 30,	\$94 00	Dec. 21,	
" " Feb. 8,	500 00		\$124 57
" " Feb. 16,	495 25		
" " Feb. 26,	500 00	cash received from the State Treasurer,	2,000 00
" " March 29,	337 00	" " " "	2,000 00
" " July 6,	500 00		
	503 75		
	500 00		
	509 00		
	124 57		
	<u>\$4,124 57</u>		

## ON ACCOUNT OF APPROPRIATION FOR THE NORMAL SCHOOL-HOUSE AT FRAMINGHAM.

	1859.	By balance in the Treasurer's hands,	
1860, March,	\$124 75	Dec. 21,	
	5 49		\$130 24
	<u>\$130 24</u>		



# TREASURER'S REPORT.

47

ON ACCOUNT OF APPROPRIATION FOR STATE SCHOLARSHIPS.—[EACH SCHOLARSHIP BEING \$100 A YEAR.]

1860, May 26 and June 15,	To amount paid Orville Hinkley, of Barnstable, Class of 1860; Franklin C. Flint, of Shrewsbury, Class of 1861; Charles G. Pope, of Barnstable, Class of 1861; Aaron Lovell, of Abington, Class of 1862; Stephen Cushing, of Charlestown, Class of 1863—all of Tufts College,	1859. Dec. 21,	By balance in the Treasurer's hands, . . .	\$2,800 00
" June 23,	Horace Cannon, of Wareham, George Dexter, of Worcester, F. E. Tower, of Petersham, Class of 1860; Edwin A. Adams, of Medway, Josiah H. Hunt, of Hawley, Daniel T. Nason, of Milford, Charles C. G. Paine, of Royalston, William A. Richards, of Plainfield, Class of 1861; Marquis F. Dickinson, Jr., of Amherst, William B. Graves, of Leominster, Willard T. Leonard, of Taunton, Austin P. Stockwell, of Hadley, Class of 1862; Dewitt S. Clark, of Chicopee, J. G. Merrill, of Andover, Joseph A. Titus, of Leicester, John M. Whitney, of Boston, Charles G. M. Dunham, of Edgartown, Edward O. Shepherd, of Amherst, Class of 1863—all of Amherst College,	1860. July 6,	By cash received from the State Treasurer, . . .	2,000 00
" June 23,	Stephen W. Driver, of Salem, Silas D. Presbury, of Taunton, Thomas Sherwin, Jr., of Dedham, C. Wistar Stevens, of Cambridge, F. Minot Weld, of Roxbury, William C. Wood, of West Roxbury, Charles A. Nelson, of Cambridge, Class of 1860; J. Wesley Boyden, of East Boston, S. G. Cowdrey, of Woburn, Class of 1861; Solomon H. Brickett, of Framingham, Frederic S. Hosmer, of Framingham, A. E. Davis, of Westford, Francis W. Goss, of Salem, Class of 1862; M. S. Webb, of Cambridge, George S. Baxter, of Quincy, M. Grant Daniell, of Grantville, William Nichols, Jr., of Boston, Class of 1863—all of Harvard College,			
" August 1,	Edward P. Nichols, of Haverhill, B. F. Hastings, of Lenox, Lewis M. Johnson, of Haverhill, Class of 1861; Henry B. Crossett, of Cheshire, John H. Goodhue, of Natick, Class of 1862—all of Williams College, . . .			
	To balance, . . .			
				\$4,800 00



ON ACCOUNT OF APPROPRIATION FOR AN ADDITION TO THE STATE NORMAL SCHOOL-HOUSE AT WESTFIELD AND ALTERATION IN THE STATE NORMAL SCHOOL-HOUSE AT SALEM.

	1860.		
	August 30,	Sept. 29,	
To cash paid A. Parish for the School-house at Westfield,	\$2,000 00		To cash received from the State Treasurer,
" " " "	200 00		" " " "
" " " "		500 00	" " " "
II. Westland for the School-house at Salem,	1,000 00		
	\$5,500 00		\$5,500 00

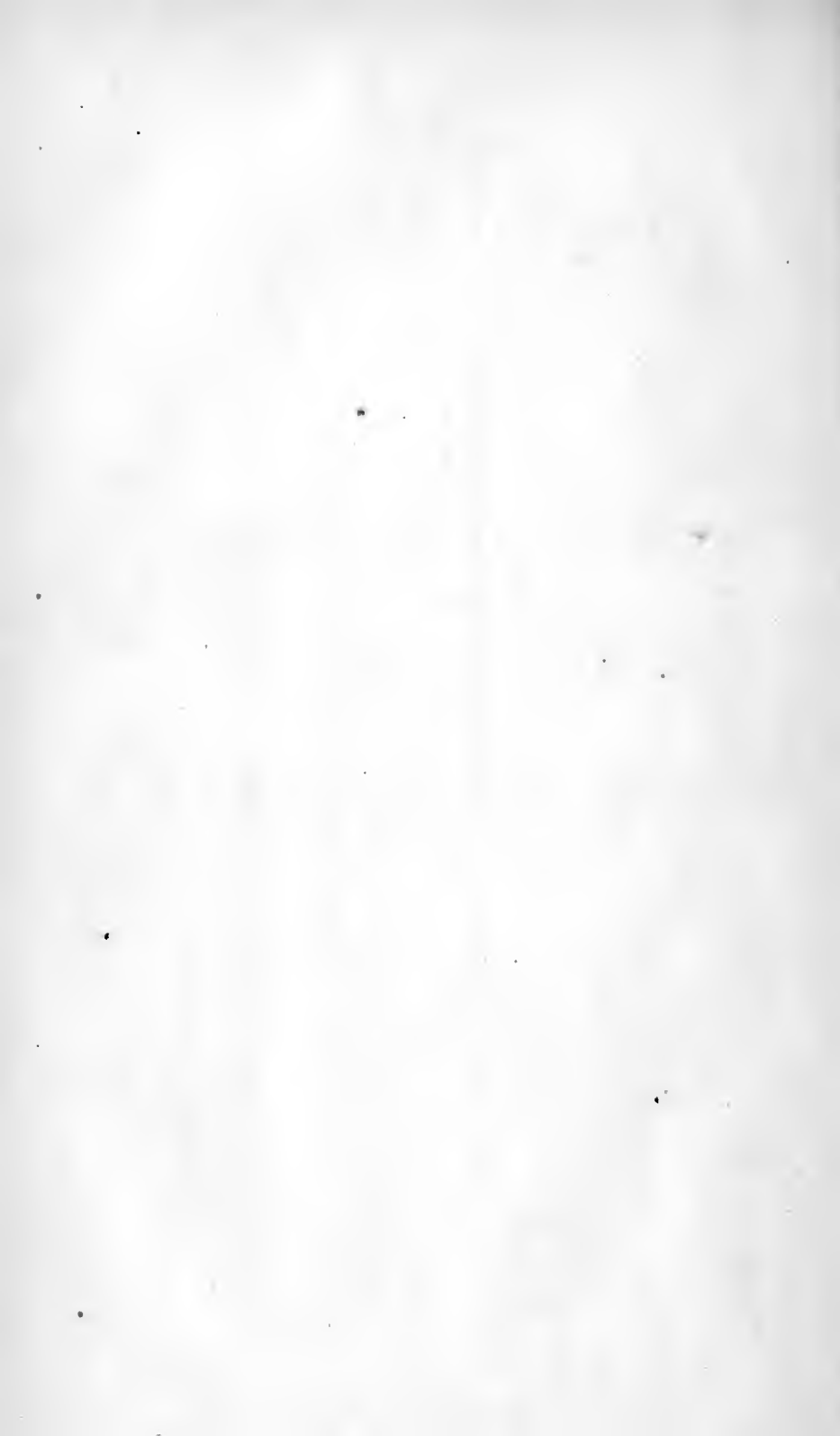
Dr. RECAPITULATION. Cr.

1860, Dec. 26,	To balance in the Treasurer's hands,	\$779 18	By balance on account of the Told Fund,	\$104 48
			State Aid,	124 57
			Framingham School-house,	5 49
			State Scholarships,	200 00
			Normal Schools,	244 64
		\$779 18		\$779 18

E. E. GEO. B. EMERSON, Treasurer.

1860, Dec. 26. We have examined the Treasurer's accounts, and find them correctly cast and accompanied with satisfactory vouchers.

A. PARISIL.  
H. WHEATLAND.



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TWENTY-FOURTH ANNUAL REPORT

OF THE

S E C R E T A R Y

OF THE

BOARD OF EDUCATION.

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## SECRETARY'S REPORT.

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*To the Board of Education:—*

GENTLEMEN,—When I presented the Twenty-Third Annual Report of this Department I expected that my official relations with the Board of Education would soon cease. This expectation has not been realized. My successor was appointed in August last, but owing to his inability to adjust his private affairs at once, I have continued in the office until the present moment. On the first of January next, Mr. White is to assume the duties of Secretary of the Board of Education, and I confidently predict that he will devote himself assiduously and successfully to the interests of the State. There is no field of labor more inviting, nor were the prospects ever more encouraging. In every section of the State there is a generous public sentiment; and though there may be differences of opinion concerning measures, there are but few persons, if there be indeed any, who deny the wisdom of our system of public instruction.

As the legislature of 1860 made no appropriation for the support of Agents, that branch of service was discontinued on the first of April last. I feel bound to reassert my confidence in the importance of the agency, and to again express the hope that the legislature will provide means for its re-establishment. One agent at least should be constantly employed.

In previous reports I have stated at length the reasons which control my own mind. The annual reports of committees, as well as numerous statements by individuals, confirm the opinion. Every month furnishes cases that illustrate and verify the importance of the agency. The dedication of a school-house is an occasion of interest to a district or town, and the State ought always to be represented. The people are then in a condition to receive kindly all proper suggestions concerning schools and teachers, and it is the evidence of careful observation that the schools are improved whenever such an event occurs and is properly noticed.

It also happens every year that there are towns in which a portion of the people are anxious to establish a high school ; others in which there is a disposition to try the system of gradation ; and others in which the liberal sentiment needs support in order that the district system may be overthrown by the action of the towns themselves. In each of these cases the services and counsels of the Secretary or of an agent may be of great value. This work can never be performed by the Secretary alone. At least one-half the towns in the State ought to be visited each year, and he is an industrious man who can visit all the towns of the State in the period of five years and perform properly his duties as Secretary of this Board. It is also important to communicate information upon the subject of school-house architecture. Much has been already done by the labors of the agents and through the distribution of the Seventeenth Annual Report, prepared by Dr. Sears. It happens, unfortunately, that committees are charged with the erection of school-houses who have but little practical or scientific knowledge of the subject. So it will ever be ; and hence the importance of disseminating sound ideas and principles, that there may be those in every town who shall either give the needed aid or else secure the services of a competent person. This person the Commonwealth should furnish. I can refer to school-houses where much money has been expended and yet the most desirable characteristics of a good school-room are not found. I earnestly advise every committee that is charged with the erection of a new school-house to consult reports and works upon the subject of school-house architecture, and also to examine modern structures that are supposed to meet the demands of the age. There is also a broad and inexhaustible field for labor among the people in the cities and towns, who are ever ready to listen, and ever ready to adopt what is essential to their welfare. Many agencies are employed for the enlightenment of the people in regard to schools, yet none of them can be abandoned without serious injury.

Teachers' Institutes have been held in five towns, namely : Chatham, Hubbardston, Waltham, Brimfield, and Northborough. Four were held in the spring and one in the autumn. There were other invitations which I felt bound to decline, yet with encouragement by me that a session might be expected during the next year.

Five hundred and nineteen persons registered their names as members, a large part of whom had been engaged previously in teaching. The meetings have in all cases been well attended by the citizens of the towns where the sessions were held; and I cannot doubt that the general benefits derived from the Institute fully compensate for the outlay. In the work of improvement, especially in the introduction of new methods of teaching, it is important to prepare the public mind for changes. This can best be done by the lectures of agents, and the lectures and examples given in the Institutes.

The statistical returns for the year are in the highest degree gratifying. The appropriations made by the towns amount to \$1,428,476, being an increase upon the appropriations of 1859 of \$38,093.66, and a gain over the appropriations of 1856 of \$214,522.45. In 1856 the mean average attendance upon the public schools to the whole number of children between five and fifteen years of age was seventy per cent.; now it is rather more than seventy-four per cent. These facts measure the progress of four years; and though this may not be great in itself, it indicates the power of our system to command the confidence, support, and even admiration of the people. If, moreover, we assume a corresponding progress during the remainder of this century, we may wisely and safely anticipate the continued pre-eminence of the Massachusetts system of schools.

The following summary presents the leading and important facts of the schools:—

*Summary of Statistics for 1859-60.*

Number of towns in the Commonwealth, . . . .	334
Number of towns making returns, (all except Acushnet, newly incorporated and included in Fairhaven,) . .	333
Number of Public Schools, . . . . .	4,497
Increase for the year, . . . . .	53
Number of persons in the State between five and fifteen years of age, May 1st, 1859, . . . . .	223,714
Increase for the year, . . . . .	3,335
Number of scholars of all ages in all the Public Schools in summer, . . . . .	207,939
Increase for the year, . . . . .	3,014



Number of scholars of all ages, in all the Public Schools, in winter, . . . . .	217,334
Increase for the year, . . . . .	5,946
Average attendance in all the Public Schools, in summer, . . . . .	162,785
Increase for the year, . . . . .	2,677
Average attendance in all the Public Schools, in winter, . . . . .	174,582
Increase for the year, . . . . .	8,062
Ratio of the mean average attendance to the whole number of children between five and fifteen, expressed in decimals, . . . . .	.74
Number of children under five, attending Public Schools, . . . . .	10,428
Decrease for the year, . . . . .	475
Number of persons over fifteen, . . . . .	23,355
Decrease for the year, . . . . .	252
Number of teachers in summer ; males, 424 ; females, 4,677 ; total, . . . . .	5,101
Increase of males, 30 ; females, 65 ; total increase, . . . . .	95
Number of teachers in winter ; males, 1,484 ; females, 3,726 ; total, . . . . .	5,210
Decrease of male teachers in winter, 145 ; increase of females, 158 ; total increase, . . . . .	13
Number of different persons employed as teachers in Public Schools during the year ; males, 1,556 ; females, 5,684 ; total, . . . . .	7,240
Decrease for the year, . . . . .	4
Average length of the schools, seven months and eighteen days.	
Increase for the year, one day. . . . .	1 day.
Average wages of male teachers per month, including board, . . . . .	\$50 56
Increase for the year, . . . . .	\$1.66
Average wages of females teachers per month, including board, . . . . .	19 98
Increase for the year, . . . . .	\$0.96
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, and care of fires, . . . . .	1,428,476 02
Increase for the year, . . . . .	\$38,093.66
Income of surplus revenue and of similar funds appropriated only for Public Schools, . . . . .	7,217 15

Amount of voluntary contributions of board, fuel, and money to maintain or prolong Public Schools, and for apparatus,	\$29,658	14
Increase for the year, . . . . .	\$348.73	
Income of local funds appropriated for academies and schools,	42,020	66
Amount received by towns and cities as their share of the income of the State School Fund, . . . . .	46,385	22
Amount paid for superintendence and printing school reports,	53,367	22
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school-houses and of the cost of school-books, . . . . .	1,565,103	75
Increase for the year, . . . . .	\$45,932.42	
Sum raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen years of age—per child, . . . . .		6 42
Increase for the year, . . . . .	\$0.08	
Percentage of the valuation of 1850,* appropriated for Public Schools, (two mills and forty hundredths,) . . . . .	.002-40	
All the towns in the State, except Southwick, which has a local fund for the support of its schools, have raised by tax more than the amount (\$1.50 per child between five and fifteen) required by law as a condition of receiving a share of the income of the State School Fund.		
Number of towns that have raised by tax the sum of \$3.00, or more, per child, between five and fifteen, . . . . .		290
Increase for the year, . . . . .	3	
Number of High Schools in which the Latin and Greek Languages are taught, . . . . .		102
Number of incorporated Academies returned, . . . . .		65
Average number of scholars, . . . . .		3,561
Amount paid for tuition, . . . . .	\$71,294	75
Number of Private Schools and Academies, . . . . .		640
Estimated average attendance, . . . . .		15,933
Estimated amount paid for tuition, . . . . .	\$358,689	17

These statistics indicate the material condition of our educational system. There appears upon the whole to have been no lack of appropriations, though an examination of the details will show a great difference in proportion to wealth and population. The

\* The valuation of 1860 was not completed in season for this Report.

richest opportunity for labor is now in the schools and with parents. War should be made upon ignorant and incompetent teachers, of whom there are yet a large number in the public service. Parents and school committees should be made acquainted, as fast as practicable, with the best methods of teaching. The lives and labors of children should be directed by competent persons only ; and the efforts of committees and the wishes of parents should be guided by a policy so elevated as to disregard the claims of every candidate who is not eminently qualified for the work of teaching. In no other way can the schools be improved. In connection with the law upon the subject, I shall speak of the evil of truancy ; but I desire here to call the attention of committees to the importance of dealing efficiently with this form of incipient crime. There is no more important duty connected with the administration of the law, and we can never rest satisfied until the average attendance upon the schools is ten per cent. greater than it is at present.

The leading feature of this Report is a manual, based upon the existing laws, and prepared with special reference to the wants of teachers and committees. I have cheerfully performed the labor in the hope that the work would possess a value more permanent than that of an ordinary annual report ; and that I might be instrumental in relieving committees and teachers of a portion of the perplexity and labor connected with their respective stations. We are able to see more clearly now than ever before the relation which the free school system of Massachusetts holds to the civilization and labor as well as to the learning of the country and the age.

It is interwoven with all our institutions, and it will last as long as trial by jury and the fact of popular representation in the government. For simplicity and efficiency the Massachusetts system is not inferior to the systems of newer States, while in no country or community are the theories and traditions of education more thoroughly incorporated with the ideas and habits of the people.

The investigations to which I have been called by the work in hand have confirmed the claim which we make for Massachusetts, that she first of all established a system of public instruction and supported it by the essential and distinctive characteristics of a State—the right and duty of taxation.

The Parochial school system of Scotland, for which precedence, in point of time, is claimed over the Massachusetts system, was a portion of the Catholic ecclesiastical code of the country, preserved and engrafted on the civil; but it was neither universal nor entirely free. It was enacted by the Scotch parliament in 1494, that all barons and substantial freeholders throughout the realm should send their children to school from the age of six to nine years, and then to other seminaries to be instructed in the laws, that the country might be possessed of persons properly qualified to discharge the duties of sheriffs, and to fill other civil offices. Negligence in the performance of these duties was visited with a penalty of twenty pounds.\* In 1615 the Act of the Scotch parliament was confirmed by a decree of the privy council, and from that time to 1696, there were various decrees of the council, but none of them recognized the cardinal principle of a free school system, that every child is entitled to its privileges. By the Act of 1696 (William and Mary, Sess. 6, c. 26,) a school was to be established and a schoolmaster appointed in every parish. The landlords were to furnish a house for the school, and a dwelling for the master. In addition to the fees paid by his pupils the landlords secured to the master a salary of not less than £5. 11s. 1d. a year. The importance of good learning was recognized by the Scotch Parliament, and the law required the rich to make provision for the poor; but those who were able were compelled to pay the master for the tuition of their children. The schools were in charge of the presbytery, and the teachers were appointed and examined by the same ecclesiastical authority. There was in this system an inherent incapacity to meet the wants of the people.

It was not public in its foundation nor public in its influence. It was controlled by the clergy, fees were charged to those who had the ability to pay, and hence it was not in any true sense a *system of free schools*.

The Twelfth Annual Report of the Board of Education of the city and county of New York, (p. 33,) makes a claim that a free school was established in that city as early as 1633.

This claim is founded upon a statement made by Brodhead in his history of New York. That statement is in these words:

“Neither the perils of war, nor the busy pursuit of gain, nor the excitement of political strife, ever caused the Dutch to neglect the duty of educating their

\* Essays on Education, vol. i. p. 31.

offspring to enjoy that freedom for which their fathers had fought. Schools were everywhere provided at the public expense, with good schoolmasters, to instruct the children of all classes in the usual branches of education; and the consistories of the churches took zealous care to have their youth thoroughly taught the catechism and the articles of religion." pp. 462, 463.

This language was borrowed by Brodhead from Davies' *History of Holland*,\* and it related exclusively to the schools of that country. The New York Board of Education change the language of Brodhead materially. "The first school in this city," says the report, "was established in 1633, when New Amsterdam was founded by the Dutch. In the language of our own historian, Brodhead, neither the perils of war nor the busy pursuit of gain, nor the excitement of political strife ever caused them to neglect the duty of educating their offspring. Schools were everywhere provided at the public expense, with good schoolmasters to instruct the children of all classes in the usual branches of education." A comparison will show material differences in the language used by Brodhead and by the Board of Education of the city of New York. And when it is considered that Davies referred exclusively to Holland, that Brodhead copied from Davies, who did not profess to be writing the history of New York, but was the historian of Holland, that Davies based his statement upon the decree of an ecclesiastical Synod of 1586, we are well assured that no support whatever is given to the claim of New York that in 1633 "schools were everywhere provided at the public expense." What Davies said of the Dutch in Holland, was applied by Brodhead to the Dutch generally, and by the New York Board of Education exclusively to the settlers of New York. Moreover the decree of the Synod shows that the Dutch schools referred to by Brodhead and Davies were, not free public schools, but ecclesiastical institutions. The substance of the decree is given by Davies:—

"The consistories, or assemblies of ministers and elders of the churches were bound to take care that schools be everywhere provided with good schoolmasters, to instruct the children of all classes of persons in reading, writing, rhetoric and the liberal arts, as well as in the doctrines of religion

\* "But neither did the perils and anxieties of war, nor the busy search of gain, nor the absorbing excitement of political discussion, cause them to neglect the all-important subject of the education of their youth, or overlook the necessity of breeding up sons fit to enjoy that freedom which their fathers had fought so hard to secure."—Davies' *History of Holland*, vol. ii., p. 202.

and the catechism of the church; and to use their best endeavors that a sufficient number of students in theology should be constantly maintained at the public expense."—Dec. of Synod of 1586. Art. 17—19. Davies' History of Holland, vol. ii., p. 202.

It is not doubted that the Dutch, both in Holland and New York, were zealously devoted to education, but there is no sufficient foundation for the claim that previous to 1647, the colonists of New Netherlands had a system of free schools—free to all the children, and maintained at the public expense.

The Massachusetts system dates from 1647, and the first law asserted the cardinal doctrines on which we stand to-day. By the Massachusetts system the power to decree was in the State; the duty to act was in the towns. A public duty was admitted in the education of the whole people at the public expense without regard to any of the distinctions that are found in social life. An individual right was recognized, the right to intellectual and moral training at the public expense. The power of the State was exercised in the indiscriminate taxation of property for the enlightenment of the masses.

This system has been subjected to severe trials, it has undergone many modifications, but an examination of the existing laws shows that but little remains of which complaint can justly be made.

## General Statutes.

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### TITLE XI.

#### OF PUBLIC INSTRUCTION AND REGULATIONS RESPECTING CHILDREN.

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- CHAPTER 34.—Of the Board of Education.
- CHAPTER 35.—Of Teachers' Institutes and Associations.
- CHAPTER 36.—Of the School Funds.
- CHAPTER 37.—Of State Scholarships.
- CHAPTER 38.—Of the Public Schools.
- CHAPTER 39.—Of School Districts.
- CHAPTER 40.—Of School Registers and Returns.
- CHAPTER 41.—Of the Attendance of the Children in the Schools.
- CHAPTER 42.—Of the Employment of Children, and Regulations respecting them.

CHAPTER 34.

OF THE BOARD OF EDUCATION.

SECTION

1. Board of education, how organized; term of office; vacancies.
2. —may take grants, devises, &c., in trust for educational purposes; to pay all moneys to treasurer.
3. —shall prescribe form of school registers, and of blanks for returns; transmit abstracts of returns, and report, to legislature.
4. —may appoint secretary, who shall make abstracts, collect and diffuse information, &c.
5. Secretary shall suggest improvements, visit

SECTION

- different places, collect books, receive reports, &c.
6. Secretary shall give notice and attend meetings, and collect information, &c.
7. —shall send blank forms and reports to clerks of towns and cities.
8. Compensation of secretary, and expenses of office.
9. Board may appoint agents to make inquiry, &c.
10. Expenses of board, how paid.
11. Assistant state librarian may act as clerk.

SECTION 1. The board of education shall consist of the governor and lieutenant-governor, and eight persons appointed by the governor with the advice and consent of the council, each to hold office eight years from the time of his appointment, one retiring each year in the order of appointment; and the governor, with the advice and consent of the council, shall fill all vacancies in the board which may occur from death, resignation, or otherwise.

Board of education, how organized; term of members; vacancies. 1837, 241, § 1.

Previous to the year 1837, there had been no special attention given to the schools of the State. There was no department of the government devoted to the interests of education, and the results of this neglect were manifest in the low condition of the schools generally throughout the Commonwealth.

The school returns first required by law in 1826, (chap. 143, § 8,) and especially the establishment of the school fund in 1834 had wrought a favorable change, but the reformation did not really commence until the establishment of the Board of Education. There was not a ready acquiescence in the last measure, and it was not adopted without serious opposition. But the establishment of the school fund and the organization of the Board of Education have led to a complete revolution in the educational condition of the State. It is not easy to realize the nature and extent of the changes that have taken place. Previous to 1834, many towns entirely neglected to institute systematic superintendence of the schools; and it is not known that a school committee's report had been read in open town meeting before the year 1830. Concord claims the honor of leading in this custom. At the present time there are more than three hundred valuable reports prepared by committees, printed at the public expense, and read by a large portion of the people. They have become the most effective agency in behalf of popular education.

As the Board of Education is constituted, it is at once conservative and progressive. The governor and lieutenant-governor are annually elected, and they are the immediate representatives of popular sentiment. The eight permanent members are appointed by the governor, with the consent of the council, and they are usually selected for their ability, integrity, and interest in the subject of education. They also represent the popular sentiment, but in such a manner that changes in public opinion must be well considered before a change of policy can be secured. On the one hand the Board of Education can never become indifferent to the public judgment, nor on the other hand, is it liable to be suddenly affected by a movement which is temporary in its character. As in no other State or country have the facilities for public education been so good during the last quarter of a century as in Massachusetts, so in no other State or country has there existed a department of the government, charged with the duty of superintending public schools, that combined in so high a degree the statesman-like qualities of power, conservation, and progress.

Believing that the publication of the names of the members of the Board from its organization will be interesting to many persons, I insert a complete record to the present time.

*Names of Members of the Board of Education since its establishment, in 1837.*

James G. Carter,*	Edwin H. Chapin,
Emerson Davis,*	Henry B. Hooker,
Edmund Dwight,*	Stephen P. Webb,
Horace Mann,*	Thomas Kinnicutt,
Edward A. Newton,*	Joseph W. Ingraham,
Robert Rantoul, Jr.,*	John A. Bolles,
Thomas Robbins,*	George B. Emerson,
Jared Sparks,*	Charles K. True,
George Putnam,	Mark Hopkins,
Charles Hudson,	Edward Otheman,
George N. Briggs,	Isaac Davis,
William G. Bates,	Alexander H. Vinton,
John W. James,	George S. Boutwell,
Elisha Bartlett,	Henry Wheatland,
Heman Humphrey,	Hosea Ballou,
Stephen C. Phillips,	Ariel Parish,
Barnas Sears,	Cornelius C. Felton,

\* Originally appointed in 1837.



Alonzo H. Quint,  
William A. Stearns,  
Russell Tomlinson,  
Erastus O. Haven,  
David H. Mason.

EX-OFFICIO.

*Governors.*

Edward Everett,  
Marcus Morton,  
John Davis,  
George N. Briggs,  
George S. Boutwell,  
John H. Clifford,

Emory Washburn,  
Henry J. Gardner,  
Nathaniel P. Banks.

*Lieutenant-Governors.*

George Hull,  
Henry H. Childs,  
John Reed,  
Henry W. Cushman,  
Elisha Huntington,  
Wm. C. Plunkett,  
Simon Brown,  
Henry W. Benchley,  
Eliphalet Trask.

The persons in the above list are named in the order of their appointment, or connection with the Board, and they represent the various religious denominations, learned professions, and political parties.

SECT. 2. The board may take and hold to it and its successors, in trust for the Commonwealth, any grant or devise of lands, and any donation or bequest of money or other personal property, made to it for educational purposes; and shall forthwith pay over to the treasurer of the Commonwealth, for safe keeping and investment, all money and other personal property so received. The treasurer shall from time to time invest all such money in the name of the Commonwealth, and shall pay to the board, on the warrant of the governor, the income or principal thereof, as it shall from time to time require; but no disposition shall be made of any devise, donation, or bequest, inconsistent with the conditions or terms thereof. For the faithful management of all property so received by the treasurer he shall be responsible upon his bond to the Commonwealth, as for other funds received by him in his official capacity.

— may take grants, &c., in trust for educational purposes, &c.  
Duty of treasurer.  
1850, ss.

Previous to the passage of the statute of 1850, chapter 88, on which this section is based, a bequest was made by Henry Todd, Esq., of Boston, after payment of certain legacies to humane and reformatory institutions, and ample provision for his family, of the residue of his property to the "Massachusetts Board of Education," the income to be applied forever in aid of the "Normal Schools." The Todd Fund now amounts to \$11,900, and the income is devoted to teaching music, and the payment of lecturers in the several departments of natural science. It is well known that Mr. Todd did not intend to relieve the State of its duty to

provide for the general support of the schools, and hence the Board have so used the income as to enlarge the opportunities of the pupils, and furnish instruction in those departments for which provision has not been made by the Commonwealth. (See chap. 37, § 7.)

This Fund has already yielded ample returns in the increased ability of the graduates to give instruction in music, and also in the development of taste and capacity for the study of natural science. It is especially true that music has a marked and beneficial effect on the primary schools, and it is not easy to conceive of a greater service than the development of the power in teachers to give instruction in the science and art. Mr. Todd's bequest has also contributed essentially to the diffusion of scientific knowledge among the people. He was himself a lover of science and the fine arts. He was born in Boston, educated in her public schools, and was one of her medal scholars. He had travelled extensively in this country and Europe, and he was fully satisfied of the value of education to a people. By comparison and contrast he had formed a favorable opinion of New England character, and many of its excellencies he traced to the system of public instruction. He gave of his wealth for its promotion, and the experience of ten years has justified the wisdom of the judgment on which his bequest was based.

—shall prescribe  
form of school  
registers and  
blanks for re-  
turns, &c.  
1837, 241, §§ 2, 3,  
1838, 105, §§ 5-7.  
1846, 223, § 3.  
1849, 209.

SECT. 3. The board shall prescribe the form of registers to be kept in the schools, and the form of the blanks and inquiries for the returns to be made by school committees; shall annually on or before the third Wednesday of January lay before the legislature an annual report containing a printed abstract of said returns, and a detailed report of all the doings of the board, with such observations upon the condition and efficiency of the system of popular education, and such suggestions as to the most practicable means of improving and extending it, as the experience and reflection of the board dictate.

By the authority given by the several statutes referred to in the margin, the Board of Education have annually submitted to the legislature a report of their doings and of the condition of the schools in the State. It has contained extracts from the reports of the committees of the several cities and towns, and an abstract of the annual returns. These returns have given the valuation and population of each town, the appropriations for schools, the wages of teachers, the attendance of children; and, in fine, every

needed fact for the information of the legislature and the public. By the aid of these abstracts it is easy for any person to form an accurate opinion concerning the schools of the Commonwealth. Graduated tables are also prepared, which show the relative standing of the several municipalities, and these tables have been used with wonderful power to bring up the indifferent towns to the proper performance of their duty. Of this there is abundant evidence in the reports of school committees who avail themselves of the tables. There can be no doubt that the beneficial effect of these tables is so great as to repay many times over the labor and expense of their preparation. It is safe to say that these returns have done more to increase appropriations and improve the attendance of children, than any other agency of general application.

SECT. 4. The board may appoint its own secretary, who, — may appoint under its direction, shall make the abstract of school returns <sup>secretary, who shall make abstracts, &c.</sup> required by section three; collect information respecting the condition and efficiency of the public schools and other means <sup>1837, 241, § 2.</sup> of popular education; and diffuse as widely as possible throughout the Commonwealth information of the best system of studies <sup>1847, 183, § 1.</sup> and method of instruction for the young, that the best education <sup>1849, 215, § 1.</sup> which public schools can be made to impart may be secured to all children who depend upon them for instruction.

Under the authority to appoint a secretary, the Board of Education elected Horace Mann, who continued in office twelve years, and prepared the first twelve annual reports. His successor, Barnas Sears, held office seven years, and prepared the annual reports from the 13th to the 19th, inclusive. The 20th, 21st, 22d, and 23d Reports were prepared by George S. Boutwell, the third Secretary of the Board. Eight thousand copies of the Report of the Board of Education, including that of the Secretary, are printed by order of the legislature, and at the charge of the income of the school fund, and distributed agreeably to the 7th section of this chapter and the 10th section of the 40th chapter of the General Statutes. Mr. Mann's earlier Reports are quite rare, and copies are often sought by superintendents of schools and libraries in other States.

The abstract of school returns required by section three, is made by the assistant-secretary of the Board, Dr. Samuel C. Jackson, who has held the office from 1849 to the present time. The preparation of this abstract requires the assiduous labor of one and

two persons for many months. The general accuracy of the abstracts has been verified by the careful examinations of the citizens and committees interested through a period of eleven years.

The selections from the reports of school committees are made by the Secretary, and the faithful performance of the duty requires him to read the report from each town in the State.

Secretary shall suggest improvements, &c.  
1849, 215, § 1.  
1858, 61.

SECT. 5. The secretary shall suggest to the board and to the legislature, improvements in the present system of public schools; visit, as often as his other duties will permit, different parts of the Commonwealth for the purpose of arousing and guiding public sentiment in relation to the practical interests of education; collect in his office such school-books, apparatus, maps, and charts, as can be obtained without expense to the Commonwealth; receive and arrange in his office the reports and returns of the school committees; and receive, preserve, or distribute, the state documents in relation to the public school system.

—shall give notice and attend meetings, &c.  
1838, 159, § 1.  
1842, 42.

SECT. 6. He shall, under the direction of the board, give sufficient notice of, and attend such meetings of teachers of public schools, members of the school committees of the several towns, and friends of education generally in any county, as may voluntarily assemble at the time and place designated by the board; and shall at such meetings devote himself to the object of collecting information of the condition of the public schools of such county, of the fulfilment of the duties of their office by members of the school committees of all the towns and cities, and of the circumstances of the several school districts in regard to teachers, pupils, books, apparatus, and methods of education, to enable him to furnish all information desired for the report of the board required in section three.

Secretary shall send forms and reports to town clerks, &c.  
1850, 41.

SECT. 7. He shall send the blank forms of inquiry, the school registers, the annual report of the board, and his own annual report, to the clerks of the several towns and cities as soon as may be after they are ready for distribution.

Compensation of secretary, and expenses of office.  
1849, 215, §§ 2, 3.  
1853, 49.

SECT. 8. He shall receive from the treasury, in quarterly payments, an annual salary of two thousand dollars, and his necessary travelling expenses incurred in the performance of his official duties after they have been audited and approved by the board; and all postages and other necessary expenses arising in his office, shall be paid out of the treasury in the same manner as those of the different departments of the government.

Under the authority conferred by the fifth and sixth sections of this chapter, the Secretary prepares his annual report which usually contains a summary of the year's proceedings together with those views which his experience may have suggested. The necessary duties of the office are such that it has not been found

practicable usually for the Secretary to visit more than eighty towns in a year. These visits are generally made for the purpose of meeting a difficulty among the people in regard to the school system or the manner in which local power shall be exercised, or to aid in the dedication of a new school-house, or to encourage and instruct teachers in their work. Under the fourth clause of the fifth section the reports from 1839 to 1860, inclusive, have been arranged and bound. Only a small number of towns have a set of their own reports, and no other complete set for the whole State can ever be secured. The value of these volumes in an educational and historical view cannot be overestimated. By the same authority the Department has preserved and bound the annual returns of committees from 1826 to the present time.

The duty imposed upon the Secretary by the sixth section is essential to the successful administration of the office. Such visits as are contemplated furnish the best opportunities for consultation with the people. The Secretary not only obtains information touching the condition of the schools, but he is able to strengthen the public judgment when right, and occasionally he may do something to avert or mitigate the evils of a misguided popular opinion.

Misapprehensions often exist concerning the relations of committees to teachers and to the public, which may be removed by a few words fitly spoken by one who has no local or personal interest to consult.

County meetings of teachers, committees, and friends of education, furnish opportunities for consultation that I have found highly beneficial. Practical questions are discussed, carefully prepared essays are read, and views presented in conversation, that are adapted to the wants of every educator.

A marked improvement is observable in the character of the reports prepared during the period named. The reports of 1839 were with a few exceptions, brief and unsatisfactory. Of the reports from Suffolk, Essex, Middlesex, and Worcester, of that year, only thirteen were printed and several of these were upon open sheets. It was not until a later period and after considerable experience that reports were prepared embracing the enlarged ideas developed by modern educators; and it was not until 1859 that these reports were printed in a uniform style and a copy placed within the reach of each voter.

Board may ap-  
point agents to  
make inquiry,  
&c.  
Resolves, 1857,  
22.

SECT. 9. The board may appoint one or more suitable agents to visit the several towns and cities for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, lecturing upon subjects connected with education, and in general of giving and receiving information upon subjects connected with education, in the same manner as the secretary might do if he were present.

The authority conferred by the ninth section was first given to the Board of Education in 1851, and twice renewed, in 1853 and 1857. The commissioners and the legislature charged with the revision of the General Statutes saw fit to give to these transitory enactments the form of permanent law.

The last decennial period was one of great educational prosperity to the State, and much of that prosperity was due to the labors of the agents employed by the Board of Education.

For comparatively small sums of money the State has received the services of many distinguished men. The agents appointed from time to time, were Nathaniel P. Banks, Charles W. Upham, S. S. Greene, R. B. Hubbard, J. T. Burrill, Charles Northend, Horace James, Henry K. Oliver, Daniel Leach, Richard Edwards, Alpheus Crosby, A. R. Pope, Cornelius Walker, and B. G. Northrop.

The nature of the duties assigned to the agents and the manner of their performance were fully set forth by Dr. Sears in the Fourteenth, Sixteenth, and Eighteenth Annual Reports of the Secretary of the Board of Education, and my own views were presented in the Twentieth Annual Report.

The reasons for the continuance of the agency all remain in force, and the experience of the entire period demonstrates the utility of the work performed. The plan of labor has from time to time been changed. During the last two years it has been the custom for the agents to spend a day in each town visited. The forenoon, when practicable, is devoted to an examination of schools;—in the afternoon the agent holds a meeting, upon the plan of a teachers' institute, for the purpose of conference with teachers and committees, and the presentation and illustration of methods of instruction; and in the evening, the agent delivers a lecture upon the general subject of education.

It is no doubt true, that in a few cases these labors have not been acceptable to the people visited; but the general response has been highly favorable to the agency.

Its importance is due to the fact that our system of education is a popular one, and that our schools will, in the main, represent

the popular ideas. Hence it is important to elevate the public sentiment to that degree that every improved method of teaching will be readily received. While our normal schools, teachers' institutes, teachers' associations, and the educational press are furnishing accomplished and progressive teachers, and presenting better ideas of the work, it is of the first importance to prepare the public mind to welcome and appreciate the labors of those who are able to do best.

The report of the Board of Education is not read by a large proportion of the people ; the personal labors of the Secretary can not reach more than eighty towns a year ; while it is certainly desirable to confer with the citizens of every town as often as once in every twelve-month. The agency seems to be the only feasible channel, and I commend its continuance as a chief means by which the State is to maintain its position at the head of the educational movement.

The cost of the agency is not large, and it is many times saved to the people every year, in the value of the advice which the agents are able to give to teachers, school committees, and building committees. It is not easy to over-state the educational advantages conferred upon the people by the advancement of teachers in their capacity to teach and govern.

The economy of employing good teachers has not been readily appreciated by the public, and one part of the work of the agents has been in this field. The standard of average common school scholarship is higher than it was twenty years ago, and the government of the schools, physical, intellectual and moral, is incomparably better.

There is yet existing among our people a lamentable and common ignorance of school-house architecture.

Many buildings are erected each year, usually at considerable cost, in proportion to the taxable resources of the people, and an hour's service of a competent agent often saves a town from expensive and pernicious mistakes.

SECT. 10. The incidental expenses of the board, and the expenses of the members thereof incurred in the discharge of their official duties, shall be paid out of the treasury, their accounts being first audited and allowed.

Expenses of  
board, how paid.  
1838, 55.

SECT. 11. The assistant librarian of the state library shall act when necessary as clerk of the board.

Clerk.  
1848, 155, § 1.

The expenses incurred under the 10th section have usually been small, seldom exceeding two hundred dollars a year, and often falling considerably below that sum.

The assistant librarian is also assistant secretary of the Board of Education, though a large part of his time is given to duties appertaining to the library.

## CHAPTER 35.

### OF TEACHERS' INSTITUTES AND ASSOCIATIONS.

#### SECTION

1. Board of education to arrange for meeting of teachers' institutes.
2. Expenses of, how paid.
3. Board to regulate length of session and expense.

#### SECTION

4. When meetings held, county associations to receive \$50 a year.
5. To be paid on certificate, &c.

Teachers' institutes, meetings of.  
1846, 99, § 1.  
1848, 10.  
1849, 62.

—expenses of, how paid.  
1846, 99, §§ 2, 3.  
1854, 300, §§ 3, 4.  
Resolves, 1850.  
65.

—length of, and expense.  
1846, 99, § 2.  
1849, 62.  
1852, 216.

SECTION 1. When the board of education is satisfied that fifty teachers of public schools desire to unite in forming a teachers' institute, it shall, by a committee of its body, or by its secretary, or in case of his inability by such person as it may delegate, appoint and give notice of a time and place for such meeting, and make suitable arrangements therefor.

SECT. 2. To defray the necessary expenses and charges, and procure teachers and lecturers for such institutes, the governor may draw his warrant upon the treasurer for a sum not exceeding three thousand dollars per annum, to be taken from that portion of the income of the school fund not apportioned for distribution to the several cities and towns for the support of public schools.

SECT. 3. The board may determine the length of time during which a teachers' institute shall remain in session, and what portion, not exceeding three hundred and fifty dollars, of the sum provided for in the preceding section shall be appropriated to meet the expenses of any such institute; and the board, its secretary, or any person by it duly appointed, may draw upon the treasurer therefor.

The Act to establish teachers' institutes was passed in 1846, (stat. 1846, chap. 19.) But four institutes were held in 1845.

These were voluntary meetings, under the direction of Mr. Mann.

The Act of 1846 authorized the Board of Education to appoint an institute whenever assurance should be given that not less than seventy teachers of common schools desired to assemble, and to remain in session for a period not less than ten days. The appropriation was twenty-five hundred dollars per annum, and two hundred dollars for each institute.



The modifications that have since taken place may be seen by a comparison of the General Statutes with the Act of 1846. A call is now authorized whenever an assurance is given that fifty teachers desire to attend. As a fact of experience, the number is not often less than seventy-five, and the average attendance has considerably exceeded one hundred. But large institutes are not in all respects desirable; indeed, I am of opinion that one hundred and fifty is the maximum. The most good is accomplished when the attendance is between eighty and one hundred and fifty. When the number of members is small there is more difficulty in awakening a general interest, and when the number is large there are usually many who are not personally and intensely concerned in the proceedings.

Such persons are a weight in themselves, and they do something to divert the attention of the more devoted. The instruction given in an institute, is usually a compound of a lecture and a teaching exercise; and it is well understood by teachers that no one can teach even as many as fifty at a time. The audience of the lecturer may be large; that of the teacher is necessarily limited, and however large the assembly may be, his audience, depending upon the subject and the manner of teaching, may be reduced to fifty, twenty, ten, or even five persons; ordinarily, however, a hundred persons can be interested constantly in the proceedings of a teachers' institute.

It seems proper to call the attention of school committees to the importance of the institute to those teachers who are in their service. Difficulties have arisen occasionally, between teachers and committees in regard to time used by the former in attendance upon sessions of the institute. The first obligation is no doubt upon the teachers who are to qualify themselves for the skilful performance of their labors; but it is also true that a city or town that is enjoying the services of competent teachers, who are employed by the year, can well afford to allow such persons to spend a week in the institute without pecuniary loss to themselves.

In the small towns, where teachers are employed by the term, and changes are frequent, the expense must be borne by the teachers themselves. For the convenience of this large class the sessions of the institute are held at the time of the spring and autumn vacations. The value of the institute is well established by experience; and it only remains to render its influence more

general and beneficial. It will always be difficult in the limited period of five days to introduce exercises that shall be acceptable to all. The elements must not be neglected, and for the inexperienced there will always be occasion to introduce primary teaching exercises. Teachers of experience may not be benefited, but the beginners are those who most need the advantages of the institute. In the face of considerable honest criticism the institute has thus far sought to suggest the best means of teaching the elements of the principal branches studied in the common schools. In consequence of the improved qualifications of teachers generally, it may not be necessary to pursue this policy rigidly, hereafter. It cannot, however, be entirely abandoned, and the public may ever abide in the belief that he who can teach the elements in a proper manner, may easily become a teacher in all science and literature.

For purposes of reference, a list of the towns in which institutes have been held is hereto annexed, as far as has been ascertained.

In 1845—Pittsfield, Fitchburg, Bridgewater, and Chatham.

In 1846—New Salem, Grafton, Lee, Andover, Harwich, and Taunton.

In 1847—Quincy, Concord, Charlemont, and Great Barrington.

In 1848—Edgartown, Athol, Adams, Springfield, and Sunderland.

In 1849—Barnstable, (Hyannis,) Attleborough, Hubbardston, Greenfield, Groton, and Sandwich.

In 1850—Sterling, Medway, Brewster, Plymouth, Framingham, Pepperell, Lenox, Fitchburg, Milford, Hadley, Falmouth, and Monson.

In 1851—Royalston, Pittsfield, Lawrence, Ware, Blackstone, Attleborough, Petersham, Newton, Stoughton, Southbridge, Northborough, and Barnstable.

In 1852—Leominster, Woburn, Sheffield, Deerfield, Wrentham, Holliston, North Brookfield, Fall River, Amherst, Chicopee, Worcester, Lowell, Cambridge, Roxbury, Boston, and Charlestown.

In 1853—Lunenburg, Oxford, Templeton, Middleborough, Haverhill, Natick, Millbury, Conway, Orleans, Malden, New Bedford, and Nantucket.

In 1854—Salem, Pittsfield, Newburyport, Hopkinton, Worcester, Lancaster, Athol, Mansfield, Lee, Barre, Randolph, Franklin, and Roxbury.

In 1855—Littleton, Bridgewater, Brewster, Montague, Westfield, Chelsea, Shrewsbury, Ashburnham, Rutland, South Adams, Yarmouth.

In 1856—Dennis, Kingston, Marlboro,' Ware, Winchendon, Sterling, Stockbridge, Groton, Hyannis, Williamsburg.

In 1857—Leominster, Foxborough, Bedford, Truro, Brookfield, South Hadley, Norton, Barnstable, Framingham, Pittsfield.

In 1858—Northampton, Westborough, Springfield, Milford, Gardner, Haverhill, Spencer, Provincetown, Bernardston, Fairhaven, North Adams.

In 1859—Billerica, Dedham, Hardwick, Wellfleet, Webster, Townsend, North Brookfield, Great Barrington, South Hadley.

In 1860—Chatham, Hubbardston, Waltham, Brimfield, and Northboro'.

One hundred and forty-six in all.

SECT. 4. When a county association of teachers and others holds semi-annual meetings, of not less than two days each, for the express purpose of promoting the interests of public schools, it shall receive fifty dollars a year from the Commonwealth.

When meetings held, county associations to receive \$50 a year. 1848, 301, § 1.

SECT. 5. Upon the certificate under oath of the president and secretary of such association to the governor that two semi-annual meetings have been held in accordance with the provisions of the preceding section, he shall draw his warrant in favor of such association for the sum aforesaid.

To be paid on certificate, &c. 1848, 301, § 2.

Aid to county associations of teachers was first granted in 1848, and there are now eleven such associations, and the payments from the treasury amounted in 1859 to five hundred and fifty dollars.

It is the custom of the managers to provide from two to four lectures for each meeting, and the remainder of the time is devoted to the consideration and discussion of practical topics connected with the management of schools. These meetings are not under the control of the State authorities, though the Secretary and agents of the Board of Education are often present. The appropriation has led to the formation of societies that are interested in the improvement of the public schools, and there is no doubt that the Commonwealth derives an adequate return for the outlay.

## CHAPTER 36.

### OF THE SCHOOL FUNDS.

#### MASSACHUSETTS SCHOOL FUND.

##### SECTION

1. School fund, how invested. Income only to be used.
2. Half the income to be distributed for support of common schools. Appropriations for other educational purposes to be paid from other half. Surplus to be added to principal.
3. —apportioned for schools by secretary and treasurer. When towns are not entitled to share.

##### SECTION

4. Income received by towns to be applied for support of schools therein.
5. Appropriations for Indians. Account to be rendered.

#### INDIAN SCHOOL FUND.

6. Indian school fund, how applied, &c.

#### TODD NORMAL SCHOOL FUND.

7. Todd fund, how applied.

*Massachusetts School Fund.*

SECTION 1. The present school fund of this Commonwealth, together with such additions as may be made thereto, shall constitute a permanent fund, to be invested by the treasurer with the approbation of the governor and council, and called the "Massachusetts School Fund;" the principal of which shall not be diminished, and the income of which, including the interest on notes and bonds taken for sales of Maine lands and belonging to said fund, shall be appropriated as hereinafter provided.

School fund, how  
invested.  
Income only to  
be used.  
R. S. 11, §§ 13.  
14  
1854, 300, §§ 2, 3,  
4.  
1854, 333.

The provisions of the General Statutes merely recognize the existence of the school fund, provide for its investment, and the distribution of its income. The Act establishing the fund was passed in 1834 (chapter 169,) and its existence dates from the first of January, 1835. The capital was derived from the sale of lands in the State of Maine, and from the claim of the State on the government of the United States for military services. By an Act passed in 1854, (chapter 300,) the treasurer of the Commonwealth was directed to transfer to the school fund such a number of shares of the stock of the Western Railroad Corporation, as would, at the rate of one hundred dollars a share, increase the capital of the fund to a million and a-half of dollars. Under this authority the treasurer transferred 2,944 shares of stock, and the fund was increased as contemplated by the statute of 1854. By the provisions of the 154th chapter of the laws of 1859, the school fund is to be further increased from the proceeds of the sales of lands in the Back Bay.

The custody of the fund itself is given to the treasurer of the Commonwealth, and investments can only be made with the approbation of the governor and council. The principal of the fund cannot be diminished, and the income is to be expended as prescribed in the second section of this chapter.

The establishment of the school fund was the most important educational measure ever adopted by the government of this Commonwealth; and, in connection with the organization of the Board of Education, it has wrought a salutary change and reformation in the character and influence of our public schools. In the period of a quarter of a century a new generation of men has come upon the stage of active life; and that period has been sufficient also to obliterate from the minds of the survivors of those who then lived, the character and condition of teachers and

schools. It is, however, true that there were no trustworthy returns from the different towns ; that, after an effort was made in 1832, only ninety-nine towns responded ; that these towns were expending only one dollar and ninety-eight cents each for the education of the children ; that in 1837, after returns were secured and considerable progress had been made, the sum of our annual municipal appropriations was less than four hundred thousand dollars ; that in the year 1826, after a special effort by the secretary of the Commonwealth, under the direction of the legislature, returns were obtained from two hundred and fourteen towns, which showed that there were in these towns one thousand seven hundred and twenty-six district schools, supported at a cost of \$226,219.90, while there were nine hundred and fifty-three academies and private schools maintained at an expense of \$192,455.10 ; that there were 117,186 pupils in the public schools, and 25,083 in the private schools and academies ; that the former were educated at an expense of \$1.93, and the latter at a cost of \$7.67 each ; that there were nearly three thousand children who did not attend school at all, and more than five hundred persons over fourteen years of age who could not read and write.

It is also true that the faith of the people in a system of public instruction had been seriously undermined.

In eighteen principal towns, having an average of a thousand children each to educate, the appropriations were a little less than thirty-seven thousand dollars for the education of nearly thirteen thousand children, while five thousand and four hundred other children were in private schools at a cost for tuition of nearly sixty-five thousand dollars. Thus signal was the want of confidence in public schools, and thus ungenerous were the appropriations for their support. The change that has taken place is also indicated in the fact that the same towns, with not twice as many children to educate, have less than three thousand pupils in private schools, while the public annual appropriations have reached the enormous sum of two hundred and sixty thousand dollars. In 1834, as far as could be ascertained, the sum of three hundred and ten thousand dollars was raised for the support of public schools, and the sum of two hundred and seventy-six thousand dollars was paid for tuition in private schools. The public schools were fast becoming pauper establishments, into which only the poor and neglected went ; they were abandoned

by large portions of those who could command the means of educating their children elsewhere ; and the danger was imminent that the duty of providing at the public expense for the education of the whole people would be neglected.

In 1859 the towns appropriated the sum of one million, three hundred and ninety thousand dollars for the support of schools, and for school books and school-houses not less than half a million more. The average municipal appropriation for the education of each child was \$6.34, or three times what it was a quarter of a century ago. These facts are indications of the progress that has been made since 1834, and much of this progress is unquestionably due to the establishment of the school fund and to the institution of those measures which are dependent upon the existence of the school fund.

The fund was not established for the special benefit of the towns as such, but for the promotion of the public good in a wider sense. The State had interests of its own and a policy of its own ; not inconsistent with the interests and policy of the towns, but yet creating an exigency which justified the inauguration of a system under the control of the State without the intervention of the municipalities. The existence of the school fund is the basis of this policy. With the fund it is possible to obtain accurate and complete returns from nearly every town in the State ; without it all legislation must prove ineffectual. By the aid of the fund all material facts are annually made known to the State ; without it each town is kept ignorant of what its neighbors are doing. With the fund we have a system, without it all is disjointed and disconnected.

It was not the purpose of the legislature to assume in any sense, or to any extent the support of the schools, but rather to give them aid and encouragement. This is done by the distribution of one-half of the annual income as provided in the second section of this chapter. This policy is in sacred observance of the letter of the law of 1834. A chief means by which the schools were to be encouraged was the education of teachers, as appears by a report made to the house of representatives in 1828. This result has been secured by the Normal Schools. Thus have the objects contemplated by the creation of the fund been realized. It was intended to be a " permanent fund," the principal of which cannot " be diminished ; " and so it should ever remain, increas-

ing with the population of the Commonwealth, but never so perverted as to allow the system under which we have prospered to be in any degree impaired.

SECT. 2. One-half of the annual income of said fund shall be apportioned and distributed for the support of public schools without a specific appropriation. All money appropriated for other educational purposes, unless otherwise provided by the act appropriating the same, shall be paid from the other half of said income so long as it shall be sufficient for that purpose. If insufficient, the excess of such appropriations in any year shall be paid from any money in the treasury not otherwise appropriated. If the income in any year exceeds such appropriations for the year, the surplus shall be added to the principal of said fund.

Income, how  
distributed.  
1854, 300, §§ 2, 3.  
1858, 96, § 2.

The school fund yields an annual income of about ninety-five thousand dollars, and since the law of 1854, (chap. 300,) one-half of this amount is distributed among the cities and towns of the State, in proportion to the number of children in each, between the ages of five and fifteen years.

Previous thereto, the entire income of the fund was so distributed, and the maintenance of the Normal Schools, and the other general educational expenses were deducted from the current receipts from sales of lands in Maine, and were thus really charged upon the principal of the fund itself. This was the policy of the Act of 1834, (chap. 169,) and also of the Revised Statutes. But in 1853, the receipts from sales of lands, ceased, and under the Act of 1854, the fund was actually raised to a million and half of dollars, and provision made for its further increase to two millions of dollars. The legislature were thus careful to observe the language and purposes of the statute of 1834. One verbal alteration was made, the reason for which is not known to me. The Act of 1834, and the Revised Statutes, had carefully and designedly declared that the fund was for the *encouragement* of the common schools; while the Act of 1854 appropriated and distributed one-half of the annual income for the *use and support* of common schools.

Practically, however, the relation of the State to the public schools was not changed in any particular, and the provision made for them, whether for *encouragement* or *support*, was continued without diminution. The provision for the increase of the fund to two million of dollars, and the appropriation of the

income of one million, directly to the public schools, was also an act of rigid adherence to the interpretation that had been given practically to the statute of 1834.

Indeed, it seems not to have been the original purpose to divide the income *per capita*, but to so distribute and apply it, as to give aid to the common schools, in the most efficient manner. One means of doing this, as verified by the Report of 1828, was to provide for the better education of teachers. The Act of 1854 was even more liberal than that of 1834. In the first place, the entire income of one million of dollars was to be distributed among the towns; while the schools for training teachers were to be supported, and the other educational expenses met, by the income derived from the increase then made to the capital of the fund.

SECT. 3. The income of the school fund appropriated by the preceding section to the support of public schools, which may have accrued upon the first day of June of each year, shall be apportioned by the secretary and treasurer, and on the tenth day of July be paid over by the treasurer to the treasurers of the several towns and cities for the use of the public schools, according to the number of persons therein between the ages of five and fifteen years, ascertained and certified as provided in sections three and four of chapter forty. But no such apportionment shall be made to a town or city which has not complied with the provisions of sections five and six of said chapter, or which has not raised by taxation for the support of schools during the school year embraced in the last annual returns, including only wages and board of teachers, fuel for the schools, and care of fires and school-rooms, a sum not less than one dollar and fifty cents for each person between the ages of five and fifteen years belonging to said town or city on the first day of May of said school year.

—how apportioned for schools.  
When towns are not entitled to share.  
R. S. 23, §§ 66, 67,  
1846, 223, § 5.  
1849, 117, §§ 2, 3,

The *secretary* here mentioned, is the Secretary of the Commonwealth, and not the Secretary of the Board of Education. It occasionally happens that the law is not carefully observed by municipal authorities, and hence the distributive share of the different towns is not always the same in proportion to the number of children returned. (See chap. 40, §§. 3, 4, 5, 6.)

It may also be observed that, the distribution of each year is made upon the number of children returned for the preceding year. For example, the distribution of 1860, the amount of



which appears in the annual report of the Board of Education in 1861, was made upon the census of the assessors, of May 1, 1859, and returned by the school committee, on or before April 30, 1860; but the shares of the respective towns, as given in the annual report of 1861, represent the distribution made in July, 1859. This is deemed necessary, inasmuch as the appropriations of the towns, reported in the twenty-fourth annual report, for example, are those for 1859-60, and it is desirable to give definitely the expenditures of each year. That is, the distribution of each town's share of the income, as given in the last report, is upon the number of children given in the report of the previous year, and this is done, in order to return money *already* expended by the towns, rather than that *to be* expended. It is the design of the report, in stating all expenditures for schools, to present only those actually made during the school-year embraced.

It is a custom in various towns to use the money raised for the support of schools, to defray the expense of repairing and furnishing school-houses. This course is illegal, and defeats the object sought by the State. It is expected that the charges for repairs of houses, as well as for their erection, will be defrayed by the respective towns independently of the appropriations made for the support of schools. It may not be convenient to do so when the districts are charged with the maintenance of their houses, but this is an evil of the district system, and not a fault of the statute under consideration. (See chap. 40, §. 4.) When districts own the school-houses, all charges for repairing and furnishing them should be provided for by an assessment on the districts for such purposes.

SECT. 4. The income of the school fund received by the several cities and towns shall be applied by the school committees thereof to the support of the public schools therein, but said committees may, if they see fit, appropriate therefrom any sum, not exceeding twenty-five per cent. of the same, to the purchase of books of reference, maps, and apparatus for the use of said schools.

Income received  
by towns, how  
applied.

Until the enactment of the General Statutes, towns were not required to apply the income of the school fund to educational purposes, though in fact most towns gave this direction to the money. There were a few exceptions. Under the fourth section

of this chapter the money distributed by the State is held by the treasurers of the respective towns, subject to the order of the school committee of each. Three-fourths of the income must be applied by the committees to the support of schools, and the whole may be. The income received from the State is not subject to a vote of the town, nor is it necessarily to be divided in the same manner as money raised by local taxation, or with reference to the number of children between five and fifteen years of age, though it may be thus divided if the committee so decide. In much the larger number of towns an arbitrary rule is adopted, which often operates with peculiar hardship upon particular schools; under the power conferred by this section, committees may relieve those that thus suffer temporary hardship.

It is thus measurably in the power of committees to equalize the schools of a town so that the pupils of each may enjoy fairly those privileges that should be common and equal to all.

A second advantage, yet even more important, will follow the exercise of the authority granted to school committees to expend one-fourth of the amount received from the State in the purchase of books of reference, maps, and apparatus for the use of schools. It is just to say that most of the public schools of the State are destitute of maps and apparatus suited to aid the teacher and the pupils. A small expenditure for each school will lighten the labors of the teacher at once, and yield a hundred-fold harvest in the advancement of the children.

These aids have been already supplied to some extent, but in a majority of schools, and those, of course, where, originally, such aids were most needed, they are not to be found. It is not visionary to assume that in the period of a generation, the want would not be met by the tardy processes of popular vote and public taxation in the school districts, or by the uncertain returns of public subscriptions.

Under this section it becomes the duty of each town treasurer to open an account with the school committee, and to hold the fund received from the State subject to their order.

SECT. 5. On the first day of January annually, there shall be paid out of the income of said school fund as follows, viz.: Appropriations for Indians. Account to be rendered.  
 One hundred dollars to the treasurer of the Marshpee Indians, R. S. 23, § 68.  
 to be applied under his direction to the support of public 1833, 154.  
 schools among said Indians; one hundred and sixty-five dol- 1853, 186, §§ 1, 2.

lars to the selectmen of the district of Marshpee, under the provisions of chapter thirty-five of the Resolves of the year one thousand eight hundred and fifty-five; sixty dollars to the trustee of the Gay Head Indians; sixty dollars to the guardian of the Indians of Christiantown and Chippequiddie; and twenty dollars to the treasurer of the Herring Pond Indians; to be applied by them in like manner to the support of public schools among said Indians; and an annual account of the appropriations of said money shall be rendered to the governor and council.

Resolves, 1855, 35.

*Indian School Fund.*

SECT. 6. The income of the school fund for Indians, derived from the surplus revenue of the United States, shall be paid annually in the month of March for public school purposes as follows, viz.: to the treasurer of the district of Marshpee, sixty dollars; to the guardian of the Christiantown and Chippequiddie Indians, seventy-two dollars, one-half thereof for the benefit of said Christiantown and Chippequiddie Indians, the other half for the benefit of the Gay Head Indians; and to the treasurer of the Herring Pond Indians, eighteen dollars.

Indian school fund, how applied, &c. 1837, 85, § 7.

The payments made to the Indian tribes under the fifth section of this chapter, are drawn from the half of the income of the school fund devoted to general educational purposes. The Resolve of 1855 required the district of Marshpee to raise the sum of seventy-five dollars annually, to be applied to the support of schools, and the selectmen were required to make a return in form corresponding to that made by school committees; and in case of neglect, the treasurer is to withhold the next annual payment of one hundred and sixty-five dollars. The Resolve of 1855 is not repealed, and the selectmen of Marshpee are therefore bound by its stipulations.

*Todd Normal School Fund.*

SECT. 7. The income of the Todd fund shall be paid by the treasurer of the Commonwealth on the warrant of the governor to the board of education, to be by them applied to specific objects in connection with the normal schools not provided for by legislative appropriation.

Todd fund, how applied. 1850, 63, 88.

CHAPTER 37.

OF STATE SCHOLARSHIPS.

SECTION

1. Forty-eight scholarships established.
2. Arrangement of sections and classes for scholarships. One scholarship to each section every four years. Secretary of board to notify school committees.
3. School committees to recommend candidates. Qualifications of candidates. Vacancies, how filled.
4. Additional scholars. Character of scholars.

SECTION

5. Time and place of selection.
6. Place of education, how selected. Scholars to receive \$100 annually.
7. Vacancies, how filled.
8. Scholars attending normal school, allowance to.
9. Those receiving aid, to teach or refund.
10. Appropriations.

SECTION 1. To aid in qualifying principal teachers for the high schools of the Commonwealth, forty-eight State scholarships are established.

Scholarships established. 1853, 193, § 1.

There are about one hundred high schools in the State, and they ought to enjoy the services of thoroughly educated and carefully trained teachers. Such is the fortune of many of them at the present time, while others are in charge of persons who are not in every respect fitly qualified. The original Act on which this chapter is based, was passed in 1853, and its purpose is set forth in the first section. The preparation of teachers for the public schools has always been deemed in Massachusetts a matter of public concern. Hence grants of money and lands were made to the colleges, to academies, and, hence, in later times, the institution of Normal Schools. The objects contemplated by the law now under consideration were three. First the preparation of teachers, then the general advancement of learning induced by the opportunity tendered to the youth of the State to secure the prizes generously offered by the Commonwealth, and then the encouragement, aid, and improvement of the colleges themselves.

Our brief experience has been attended with a reasonable measure of success. Three classes only have been graduated—the classes of 1858, 1859, and 1860. Not many have as yet engaged in teaching, but the influence of the last named considerations is in the highest degree satisfactory. Young men of sterling worth from the middling and poorer classes of society have been induced to make special efforts to secure the advantages of liberal education, and in a great majority of instances the Board have admitted persons who otherwise would not have struggled against the difficulties that surrounded them.

SECT. 2. The sections and classes of sections, and the order in which they are entitled to scholarships as now arranged by the board of education, shall continue until the year eighteen hundred and sixty-one, at which time, and at the expiration of every ten years thereafter, the board shall arrange the senatorial districts into four classes of ten sections each, and each of said classes shall, once in four years, in such alternate order as the board, at the time of the formation of the classes, by lot designates, be entitled to one scholarship for each of its sections. The secretary of the board shall through the mail notify the school committee of each town or city of the year its class is entitled to scholarships.

Arrangement of sections and classes for scholarships. 1853, 193, § 2.

In 1854 under the statute of 1853, chap. 193, the Board of Education divided the State in forty sections, and then arranged the sections into four classes of ten sections each. Each class of sections was entitled to ten scholarships, or one to each section, once in four years, and to two scholarships at large, in case the num-

ber of qualified applicants should be sufficient. This arrangement will be continued until 1861, when the senatorial districts will be substituted for the sections now existing, and a similar classification will be adopted by the Board. This plan gives an opportunity to different parts of the State in rotation, and whenever any class fails to furnish twelve qualified candidates, the vacancies are filled from other parts of the Commonwealth. I cannot too strongly urge upon school committees the importance of selecting young men of promise and inducing them to contest for the honors of an appointment, that the bounty of the State may always be enjoyed by those who are most deserving. The test in college is so severe that incompetent young men have no chance of receiving the bounty, yet it would be better to admit upon the State's foundation only those who are intellectually and morally worthy. The failure of an appointéé, is not only a loss to himself but his presence excludes from a scholarship a young man who might be an honor to his friends and a benefit to the State. These observations possess special value in connection with the ability of school committees to secure the appointment of young men who are endowed with abilities to teach, and to administer the government of schools.

The last clause of the fifth section requires the Secretary of the Board to notify the school committee of each town and city of the year its class is entitled to scholarships, and hence it becomes the duty of the school committees to give public notice of the fact. This is often, indeed I may say, generally neglected. I commend this duty to the consideration of committees.

SECT. 3. The school committees of the towns and cities in each class, may in the year in which their class is entitled to scholarships recommend as candidates therefor, young men, inhabitants of their town or city, who shall furnish the board of education with the certified opinion of said committee and of a competent teacher, that they will be fitted for college at the succeeding commencement; and said board, together with the senator if he resides within any section of such class, shall select from such candidates one scholar from each section, whom by personal examination they judge the most deserving and likely to become useful as a teacher. If any section presents no such suitable candidate, the place may be filled by the board from the candidates of the other sections of the same class, and if from a deficiency of proper candidates less than ten scholars are selected from a class, the board may, after a careful examination by themselves as to scholarship, complete the number from the State at large.

Candidates for  
scholarships,  
how recommend-  
ed.  
Qualifications.  
Vacancies, how  
filled.  
1853, 193, § 3.

I commend to teachers and committees a careful examination of the language of the first clause of this section in connection with the sixth section of this chapter, and I deem it my duty also to state, after five years' experience of the operation of the law, that it is a perversion of the powers here granted, for teachers and committees to recommend candidates who are inferior, intellectually or morally.

The law is faithfully observed and enforced by the respective colleges; and when committees, teachers of academies, and teachers of high schools shall be also faithful to the true intention of the government, the failure of a young man to retain his position will be an infrequent occurrence in the history of the system. These remarks are not intentionally censorious concerning the past, when the policy of the law was but imperfectly understood, but they are used for the purpose of commanding that attention which shall secure the public against possible errors in the future.

Heretofore the Board have not felt authorized to institute a personal examination of candidates from the respective sections who were properly supported by certificates; but hereafter every candidate will be subjected to an examination under the direction of the Board. Each candidate must be supported by the certificate of the school committee of the town of which he is an inhabitant, the certificate of a competent teacher, and he must be able also to sustain the examination instituted by the Board of Education, as well as that made by the college faculty. In all these guards there seems to be good security against the admission of incompetent persons.

Although there is a degree of ambiguity in the language of the statute, it is understood that the senator from each senatorial district will vote with the Board of Education in the selection of a candidate, whenever an appointment is made from his district, which, after 1861, must always correspond to a section, and each senatorial district will, therefore, once in four years, be entitled to a scholar. Whenever a class of sections entitled to the appointments for a given year shall fail to furnish ten fit candidates, it will be the duty of the Board to supply the deficiency by the acceptance of candidates from other parts of the Commonwealth. In such case the examination and selection will be made by the Board without the co-operation of members of the senate.

SECT. 4. If, after the selection of ten scholars from any class of sections, other candidates from such class recommended as aforesaid are considered by the board as possessing the requisite qualifications, the board may select therefrom two additional scholars, and in default of such candidates may select such additional scholars from the State at large in the manner provided in the preceding section. All candidates shall be persons of irreproachable moral character, free from any considerable defect of sight or hearing, and of good health and constitution.

Additional scholars.  
Character of candidates.  
1853, 193, § 4.

The first clause of this section, if considered in connection with the other parts of the chapter, assumes that each class of sections is entitled to twelve scholarships in quadrennial succession with the other three classes into which the State is divided; and hence two at large are to be selected from the same class that furnishes the ten. When, however, there is a deficiency of suitable candidates, the selections are to be made by the Board from other parts of the Commonwealth, in the manner pointed out in the third section of this chapter.

The certificate required by the last clause of the fourth section should be given by persons competent to have an opinion, and the language of the statute should be followed.

SECT. 5. The selections for scholarships required to be made by the board and by the senators within the respective sections, shall be made at a meeting held annually at the office of the secretary of the board, at such time in the month of March as the board appoints, of which the secretary shall give notice. The selections to be made by the board alone may be made at the same or at any other time during the year.

Time and place of selection.  
1853, 193, § 5.

The last Wednesday in March, has usually been named heretofore, as the time for the first meeting in co-operation with members of the senate; and the remaining duties, devolved by law upon the Board itself, have been performed in the month of May.

Notice is given to school committees, and through the press; and printed circulars containing all the information needed are furnished by the Secretary to those who apply.

SECT. 6. Any scholar so selected may be educated at any college established by law in this Commonwealth which he and his friends may select; and the board shall at the end of each collegiate year, not exceeding four, upon his producing a certificate from the president of his college that he has been faithful in his studies, exemplary in his deportment, and ranks in scholarship among the first half of his class, pay to him one hundred dollars.

Place of education, how selected.  
Scholar to receive \$100 annually.  
1853, 193, § 6.

Within the limits of the State the utmost freedom is granted to the student in the selection of a college in which his studies are to be prosecuted. Students are properly limited to the State, as one object of the legislature was to promote the interest of the colleges; yet not so much by the increase of students, as by the introduction of a number of young men who are under the highest obligations to behave themselves well. They are specially, and by a marked distinction, the scholars of the State: they are bound to secure and maintain a high rank, or else suffer disgrace in the estimation of their fellows of the college faculty, and of the government of the Commonwealth. They are required to be faithful in their studies, exemplary in deportment, and they must also maintain a rank in the first half of their respective classes. It is no small matter to the colleges themselves that the State constantly furnishes forty-eight young men, who already feel the higher responsibilities of life, and who are conscientiously acting under motives so noble in their character, and so enduring in their influence.

It is admitted and proclaimed by the officers of colleges, that the beneficial effects of this system are already visible in the moral and mental condition of the mass of students, who are at once stimulated and restrained by the presence of the young men who are enjoying the patronage of the State.

In 1859, only four and in 1860 only three failed to maintain the position required by law.

As a mark of honor to the young men, and as a means of enabling the public to estimate the value of the system by the career of those who have enjoyed its benefits, I publish the names of the students who have been graduated by the respective colleges upon the foundation established by the State.

1858.

Charles H. Learoyd, Danvers,  
 Alfred S. Hartwell, Natick,  
 George S. Grosvenor, Petersham,  
 William H. Fox, Taunton,  
 Charles D. Sanford, Adams,  
 Sylvanus C. Priest, Lancaster,

Jesse F. Fuller, Middleton,  
 George W. Crosby, Leominster,  
 B. F. Parsons, Goshen,  
 George C. Burgess, Kingston,  
 Charles B. Bradbury, Boston,  
 George C. Clark, Brookline.



1859.

Alpheus R. Nichols, Brookfield,  
James P. French, Holyoke,  
Chapin H. Carpenter, Holyoke,  
J. H. Ward, Abington,  
James F. Claflin, Hopkinton,  
D. A. W. Smith, Newton,

H. F. C. Nichols, Williamstown,  
George W. Batchelder, Salem,  
Andrew J. Lathrop, Watertown,  
Obed C. Turner, Attleborough,  
Edward H. Spooner, N. Brookfield.

1860.

Charles A. Nelson, Cambridge,  
Horace Cannon, Warcham,  
Orville Hinkley, Barnstable,  
George Dexter, Worcester,  
William C. Wood, W. Roxbury,  
Charles W. Stevens, Charlestown,

Edward O. Shepard, Amherst,  
F. M. Weld, W. Roxbury,  
Thomas Sherwin, Jr., Dedham,  
Stephen W. Driver, Salem,  
Silas D. Presbrey, Taunton,  
Francis E. Tower, Petersham.

SECT. 7. Selections to fill vacancies occurring in such scholarships may be made by the board in like manner as original selections; and the board shall take all measures necessary for that purpose. Vacancies, how filled. 1853, 193, § 7.

SECT. 8. Any such scholar after leaving college may attend a State normal school, and for each term not exceeding two during which he attends such school, he shall, upon producing a certificate of such attendance and of the faithful and exemplary performance of his duties there from the principal master thereof, be paid by the board of education, from any unexpended balance of the funds provided by section ten of this chapter, the sum of twenty-five dollars. Scholar attending normal school, allowance to. 1853, 193, § 8.

SECT. 9. Every person who has received aid in the manner provided by this chapter, shall teach in the public schools of the Commonwealth the same term of time that he has received such aid; and if, being in competent health, he fails so to teach, unless he satisfies the board that such failure has arisen from inability to find employment, he shall pay to the treasurer at the rate of one hundred dollars a year for the time of such failure, with interest thereon from the time of graduation; and the treasurer may recover the amount in an action at law. —to teach or refund. 1853, 193, § 9.

The seventh section needs no comment. The admissions to college during the early years of our experience were not always fortunate. Young men, who were not well prepared, acting under a sudden but strong impulse, made extraordinary exertions, obtained the necessary certificates and were admitted to college; but when at the end of the college year, the time of trial came, they failed to secure the certificate by which alone they could enjoy the State's bounty. Wiser opinions now prevail; and

teachers of youth will soon understand that it is an error to secure the admission of a young man who is not qualified by previous thorough mental and moral training to meet the demands that are sure to be made upon him.

As far as known not a single graduate has availed himself of the opportunity furnished by the provisions of the eighth section ; yet I am quite confident that an experience of six months in a Normal School would be advantageous to most college graduates who intend to enter upon the business of teaching. The general advantages of Normal Schools, which are set forth in the chapter relating thereto, are applicable to the graduates of colleges. It is only incidentally that colleges teach the art of teaching ; and the Normal School is the only substitute for real experience which the student can command ; and while experience is a good teacher it is often an expensive one to him who teaches and to those who are taught.

It is but recently that measures have been instituted by the treasurer of the Board for the purpose of ascertaining the position of each graduate with reference to the requisitions of the ninth section.

SECT. 10. Forty-eight hundred dollars annually from the income of the school fund not appropriated to public schools, and all such sums as the treasurer recovers under the preceding section, are appropriated to accomplish the purposes of this chapter under the direction of the board of education.

*Appropriations.  
1853, 193, § 10.  
See § 8.*

This is one of the larger appropriations made from the income of the school fund, but I feel that our brief, and as yet imperfect, experience has already justified its wisdom. Massachusetts never yet acted under the narrow, weak, timid, and destructive idea that her system of education could be too broad, thorough, and comprehensive. She has built and secured by the strongest provisions of law the school for the nurture of the children in virtue and the elements of learning, but she has also furnished and patronized the university and college. Her system is one, and she measures her renown not by what she has done and is doing for a part, but by what she has done and is doing for all.

In the spirit of a generous parent she invites the humblest to participate in blessings that in less favored lands are monopolized by the wealthy and titled few. Nor will she encourage that spirit of disloyalty to truth, and justice, and humanity which assumes

that the highest advantages are not needed by all, or even by those on whom nature has bestowed her choicest gifts. At a comparatively small cost she has opened all her institutions of learning to the public; and though of her youth only a few shall enjoy the honor of being her children by a double tie, yet multitudes shall be inspired to emulate those virtues and secure those possessions to which public justice and the law alike award the highest honors.

## CHAPTER 38.

### OF THE PUBLIC SCHOOLS.

#### PUBLIC SCHOOLS.

##### SECTION

1. Each town to have school six months in a year. Branches to be taught.
2. High school in towns of five hundred families. Branches taught. Duration of school. Towns of four thousand inhabitants.
3. High school districts in adjacent towns, how established.
4. Committee, how chosen. Powers.
5. — to determine location of school-house.
6. Expenses apportioned.
7. Schools may be maintained for those over fifteen years of age.
8. — under superintendence of school committee.
9. Female assistants.
10. Duty of instructors in colleges, &c.
11. — of ministers and town officers.
12. Towns to raise money for schools.
13. Funds of corporations for supporting schools, not affected, &c.
14. Forfeiture for neglect to raise money, &c.
15. — three-fourths of, to be appropriated to schools.
16. School committee, how chosen. Number; term of service.
17. Vacancies, how filled.
18. When whole committee decline, new committee how elected.
19. Term of service of person filling vacancy.
20. On election of new board, certain duties of old to continue.
21. Committee, how increased or diminished.

##### SECTION

22. — records of secretary.
23. Committee to contract with teachers, unless, &c.
24. Instructor to receive and file certificate. When and how paid.
25. — may be dismissed. Compensation to cease.
26. Examinations and visits by committee.
27. Bible to be read in schools. Sectarian books excluded.
28. Committee to direct what books to be used. Change of books, how made, &c.
29. — to procure books, apparatus, &c.
30. — for certain scholars at expense of town.
31. Expense of books so supplied to be taxed to parents, &c.
32. If parents unable to pay, tax may be omitted.
33. Duty of committee where school is for benefit of whole town.
34. Compensation of committee.
35. Superintendent of schools, appointment, duties, &c.

#### SCHOOL-HOUSES.

36. Towns not districted, to maintain school-houses, &c.
37. Location of school-houses.
38. Land may be taken for school-house lots, &c.
39. Owner of land may have jury. Proceedings. Damages and costs.
40. Committee of town not districted to have charge of school-houses.
41. Provisions of chapter to apply to cities, except, &c.

SECTION 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior. Algebra, vocal music, drawing, physiology, and hygiene shall be taught by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

Each town to have school six months in a year. Branches taught. R. S. 23, § 1. 1839, 56, § 1. 1858, 5, §§ 1, 2. 1859, 263.

By the Revised Statutes, and indeed previous to the Act of 1859 chap. 263, towns were only required to maintain one school for the period of six months, or two or more schools for terms that

should together be equivalent to six months. In this particular the Revised Statutes followed the law of 1826, and it was not until 1859, chap. 263, that towns were required to support a sufficient number of schools for the accommodation of all the children, each to be kept for the period of six months.

The execution of this law will be attended with several important results. Towns will gradually reduce the number of schools until they correspond to the actual necessities of the public, while the inhabitants of sparsely peopled sections will enjoy equal educational advantages with those of villages and populous neighborhoods. The arbitrary and unjust rules by which money raised for the support of schools is sometimes distributed among the districts will disappear, and the opportunities given to the children in a town will answer more nearly to the principles of justice and equality. It is also authoritatively declared that each child of suitable age should be in school at least six months every year, for on no other ground can the requirement of the law be justified.

The law of 1826 provided for instruction in orthography, reading, writing, English grammar, geography, and good behavior; the Revised Statutes made the same enumeration, and it was not until 1857, chapter 206, that the history of the United States was added to the specified studies.

By the law of 1850, chapter 229, physiology and hygiene were to be taught in the public schools whenever the committee should so require; algebra was introduced by the statute of 1857, chapter 206, and by the statute of 1858, chapter 5, it was classed with physiology and hygiene and the expediency of its introduction left to the judgement of the respective committees. Now for the first time authority is given to school committees by the General Statutes to introduce vocal music and drawing. To these I think should be added geometry, for experience has shown that instruction in the elements of this important science may be given successfully to children in the primary schools, and there is certainly no science except arithmetic whose aid is more frequently required by business men, artisans, and farmers.

It is competent for teachers, with the sanction of the committee, to require pupils who are prepared for the exercise, to engage in writing composition as a fit and effective means of teaching orthography, reading, and grammar. A decision of the supreme

court of Vermont is reported in the Law Reporter, vol. 22, p. 307. As the decision is in harmony with reason and not repugnant to public policy or individual rights, it is presumed that our courts will support the same doctrine.

SECT. 2. Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, bookkeeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. Such last mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places, in the town, as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

High schools in towns of 500 families.  
Branches taught.  
Duration of school.  
Towns of 4,000 inhabitants.  
R. S. 23, § 5.  
1852, 123.  
1857, 206, § 2.  
16 Mass. 141.  
11 Cush. 178.  
10 Metcalf, 508.

The basis for this provision of law was laid in 1647, when the general court made the support of schools compulsory upon the towns, and education universal and free.

When the free school system was established in Massachusetts, it was provided that every town containing one hundred families or householders should set up a *grammar school*, the master whereof "should be able to instruct youth so far as they may be fitted for the university." The penalty for neglect of this provision was five pounds, equal, says Mr. Mann, to the wages of a common laborer for eight years.

By the statute of 1789, (chap. 19, § 1,) the duty of maintaining a grammar school in which the English, Latin, and Greek languages were to be taught, was limited to towns containing two hundred families or householders. The penalty provided for neglect of this statute was thirty pounds for each year, "and a proportionable sum for a less time than one year."

In the case of the *Commonwealth vs. Dedham*, (16 Mass. 141,) the court held that a grammar school must be for the benefit of the whole town—that there was no power in the majority to deprive the minority of its privileges,—that no person could be

properly employed as master, unless he first obtained the certificate required by law, and that the want of such certificate could not be supplied by other evidence.

When the school system of the State was revised in 1826, (chap. 143, § 1,) every town containing five hundred families was required to maintain a high school, which in its general features was to correspond to the ancient grammar school, with the omission of the Greek and Latin languages, however, from the studies required by the statutes of 1647 and 1789. Then also was established by law the high school of the first grade, to be set up in every town containing four thousand inhabitants. The studies now prescribed for this grade of schools are enumerated in the closing clause of the section under consideration. By the statute of 1826, the Greek and Latin languages were to be taught in schools of this grade. The study of the French language was not required until 1857, (chap. 206, § 2.)

The phrase at the commencement of the section now under consideration, "*every town may*," is applicable to both grades of schools. If the language of the text be not explicit, the view here presented is supported by the statute of 1852, (chap. 123,) and also by an opinion of the supreme court, *Cushing vs. Inhabitants of Newburyport*, 10 Metcalf, 508, given when there was no statute authorizing towns containing less than four thousand inhabitants to establish schools in which the Latin and French languages and other higher branches should be taught. In that case, the court held that without regard to population, the general powers of towns were sufficient to justify appropriations for the support of town schools of every grade. In connection with the right of small towns to set up high schools, it may be judicious for the legislature to consider the expediency of substituting the word *teacher* for *master*, that such schools may be put in charge of women whose services can be obtained at less expense, and who have already, in many cases, exhibited abundant fitness for the position.

Several towns have tried the experiment of having a high school kept at different places in the town, and, in every instance reported, such experiments have proved disastrous. So it ever must be. Nothing conduces more to the prosperity and efficiency of an institution of learning than a fixed position and a name. It must of course happen in the sparsely peopled towns that many families

are unable to enjoy conveniently the direct benefits of a high school. This loss, whatever it may be, will be but poorly compensated by projects for removing the school from place to place for the accommodation of particular localities. The first and chief interest is the establishment of a good high school at a place where the greatest number of pupils can be gathered with the least trouble. This accomplished and all will be benefited in some degree. A majority by the direct and personal influence of the high school, and all by the elevation and improvement of the system itself, which a high school always and everywhere is calculated to promote.

By the census of 1855, there were sixty-one cities and towns that were required to maintain high-schools of the first grade, and fifty-nine towns, (assuming that two thousand and five hundred inhabitants are equal to five hundred families,) which were required to maintain high schools of the second grade. The census of 1860 will materially increase the number, as the gains of population have been chiefly in places containing more than two thousand inhabitants. In 1856 there were eighty high-schools in the State, and in seventy of these the Greek and Latin languages were taught. There are now known to be one hundred and two high schools in which the Greek and Latin languages are taught, and there are many others which furnish a satisfactory English education and elementary training in the Latin language. By the census of 1855 more than 800,000 of the inhabitants of the State were living in towns which were bound legally to maintain high schools; and to-day from two-thirds to three-fourths of the people of the State are in the enjoyment of the benefits of this branch of our public school system. In many of these schools better training is furnished than was given at Harvard College at the time of the adoption of the constitution. The studies enumerated in the first and second sections of this chapter are sufficient for a good classical as well as good business training of the youth of the Commonwealth, and I am not aware that any other State of the country or the world has made as ample provision for the education of the young.

SECT. 3. Two adjacent towns, having each less than five hundred families or householders, may form one high school district, for establishing such a school as is contemplated in the preceding section, when a majority of the legal voters of each town, in meetings called for that purpose, so determine.

High school districts in adjacent towns, how established. 1848, 279, § 1.

Committee, how  
chosen.  
Powers.  
1848, 279, § 2.

SECT. 4. The school committees of the two towns so united shall elect two persons from each of their respective boards, and the two so elected shall form the committee for the management and control of such school, with all the powers conferred upon school committees and prudential committees.

— to determine  
location of school-  
house.  
1848, 279, § 3.

SECT. 5. The committee thus formed shall determine the location of the school-house authorized to be built by the towns forming the district, or if the towns do not determine to erect a house, shall authorize the location of such school alternately in the two towns.

Expenses appor-  
tioned.  
1848, 279, § 4.

SECT. 6 In the erection of a school-house for the permanent location of such school, in the support and maintenance of the school, and in all incidental expenses attending the same, the proportions to be paid by each town, unless otherwise agreed upon, shall be according to its proportion of the county tax.

Schools may be  
maintained for  
those over 15  
years of age.  
1857, 189, § 1.

SECT. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said school shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

— under super-  
intendence of  
committee.  
1857, 189, § 2.

SECT. 8. When a school is so established, the school committee shall have the same superintendence over it as they have over other schools; and shall determine what branches of learning may be taught therein.

The statute of 1857, on which 7th and 8th sections are based, was passed at the instance of a benevolent gentleman who resides in the vicinity of Boston, and it has been found of great practical advantage. In several cities and large towns, the schools are in charge of philanthropic persons who are willing to act as teachers without compensation.

Many foreigners who were destitute of the commonest elements of education, became earnest and improving pupils. In other places schools for adults are now established as a part of the public system, and carried on with promise of success. The city of Roxbury has maintained such a school for twelve years. It is still in the hands of benevolent friends of learning, and the teachers labor without compensation. There are twenty-nine ladies and six gentlemen, besides the principal, Hon. James Ritchie, who are thus voluntarily engaged in the education of the poor and ignorant. The school contains more than two hundred pupils, of whom three-fourths are males and one-fourth females.



SECT. 9. In every public school, having an average of fifty scholars, the school district or town to which such school belongs shall employ one or more female assistants, unless such district or town, at a meeting called for the purpose, votes to dispense with such assistant.

Experience has justified the wisdom of this provision, though the requisition is not always observed. Fifty pupils are quite as many as can be profitably governed and taught by one teacher, unless there is a careful gradation of the pupils, in which case ten or twenty may be added to the number. In mixed country schools the number of pupils in charge of one teacher should not exceed fifty.

SECT. 10. It shall be the duty of the president, professors and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

SECT. 11. It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committees, to exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.

This beautiful provision of our State Constitution has been of inestimable advantage to the State. In earlier times the University at Cambridge was the nursery of learning, virtue and religion, and in every age she has had presidents, professors and tutors, who have regarded the injunction of the people expressed in their organic law. And it may with truth be said that our instructors of youth have both taught and practised the noble virtues enumerated by the fathers of the State. Abiding under the law, the clergy are everywhere the zealous friends of education; and

in my labors as Secretary of the Board of Education, I have been often cheered and strengthened by their advice and voluntary labors.

In nearly every town, clergymen are members of the committees, and participate in the management of the schools; but whether so intrusted or not they are always willing to devote their time and talents for the welfare of the schools.

Towns to raise  
money for  
schools.  
R. S. 23, § 9.  
10 Met. 513.

SECT. 12. The several towns shall, at their annual meetings, or at a regular meeting called for the purpose, raise such sums of money for the support of schools as they judge necessary; which sums shall be assessed and collected in like manner as other town taxes.

The duty imposed upon towns by the twelfth section of this chapter has wrought continually for the advancement of our public school system. As a necessary consequence, each town has been called every year to consider its position and wants in connection with the schools. Taxation usually leads to a careful supervision of expenditures, and hence there has been but little extravagance or wastefulness in the towns.

Moreover, the people are accustomed to compare the cost with the advantages; and the testimony is uniform, that our school system is estimated far beyond its cost. Each year has witnessed an increase of appropriations, and when we consider that these appropriations are voluntary, and that for the year 1860 they are four times as large as are by law required, we are able to appreciate in some degree the confidence of the people of Massachusetts in their system of public instruction.

By the General Statutes, chapter 18, section 10, towns are authorized to raise money at any legal meeting, for the support of schools; and by chapter 36, section 3, the income of the school fund is distributed among those towns only that have raised, by taxation, for the school year embraced in the last annual returns, the sum of one dollar and fifty cents for each child between the ages of five and fifteen years. The cases cited in the margin, (10 Metcalf, 513,) limit the right to raise money for the support of schools, to *town* schools designed for general education of all the people.

SECT. 13. Nothing contained in this chapter shall affect the right of any corporation established in a town, to manage

School funds of  
corporations not  
affected, &c.

any estate or funds given or obtained for the purpose of supporting schools therein, or in any wise affect such estate or funds. R. S. 23, § 59.

This section protects the rights of academies and other corporations from any invasion that might be implied by the language used.

SECT. 14. A town which refuses or neglects to raise money for the support of schools as required by this chapter, shall forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein. A town which refuses or neglects to choose a school committee to superintend said schools, or to choose prudential committees in the several districts, when it is the duty of the town to choose such prudential committee, shall forfeit a sum not less than five hundred nor more than one thousand dollars, to be paid into the treasury of the county. Forfeiture for neglect to raise money, &c. R. S. 23, § 60. 1839, 135.

SECT. 15. Three-fourths of any forfeiture paid into the treasury of the county under the preceding section, shall be paid by the treasurer to the school committee, if any, otherwise to the selectmen of the town from which it is recovered, who shall apportion and appropriate the same to the support of the schools of such town, in the same manner as if it had been regularly raised by the town for that purpose. — three-fourths of, appropriated to schools. R. S. 23, § 61.

In the case of the Commonwealth *vs.* the Inhabitants of Sheffield, (11 Cush. 178,) it was held that the offence contemplated by the statutes, on which the 14th and 15th sections of this chapter are founded, could be committed only once a year,—that the calendar year is intended,—that a neglect or refusal to maintain the schools required, renders a town liable to the prescribed penalty each calendar year during which the neglect shall continue, and that there should be a precise averment in the indictment of the year when the offence was committed. The last clause of the 15th section proceeds upon the idea that a temporary feeling of hostility to the school system or to its local administration shall not be permitted to interfere with the schools themselves.

A few instances have occurred during the present generation, of towns attempting to embarrass the general system by neglecting to choose school committees. This neglect was always an offence, but the penalty is increased by the General Statutes. The Revised Statutes (chap. 23, § 60) prescribed a penalty of not less than one, nor more two hundred dollars. Happily for the credit and welfare of the State, there have been but few cases that have called for the intervention of the law.

School committee, how chosen &c.  
 R. S. 23, § 10.  
 1857, 270, §§ 1, 2.  
 1859, 264.  
 23 Pick. 225.  
 5 Cush. 207.

SECT. 16. Every town shall, at the annual meeting, choose, by written ballots, a board of school committee, which shall have the general charge and superintendence of all the public schools in town. Said board shall consist of any number of persons divisible by three, which said town has decided to elect, one-third thereof to be elected annually, and continue in office three years. If a town fails or neglects to choose such committee, an election at a subsequent meeting shall be valid.

The school law of 1826, chapter 170, section 1, first required towns to elect a school committee. Previous to that time the election was optional, but in most cases persons were designated for the service by the towns.

By the statutes of 1827, chapter 143, section 5, every town was required to elect three, five, or seven persons, and towns containing four thousand inhabitants were empowered to choose an additional number, not exceeding five. By the Revised Statutes (chap. 23, §§ 10 and 12) the duty was again recognized, and authority given to the larger towns to choose six additional members instead of five.

The Act of 1857, chapter 270, changed the number of members of the board and the term of office. The number was fixed at three or a multiple of three, and each member after the first election was to hold office three years, whereas previously the term was limited to one year. The evils of the old system had long been felt. It occasionally happened that a town would elect a board of new men upon an issue already past, or on account of a measure whose complete effects had not been fully realized. Hence much experience was lost to the schools. The existing system gives a town an opportunity, by the election of one-third of the board each year, to express approbation or disapprobation of the school policy, while it cannot deprive the schools themselves of the experience of a majority of the members of the committee. The new system is at once democratic and conservative.

There are various provisions of law which enumerate, limit and define the powers and duties of school committees, and these will be considered in the appropriate places. The section that I am now treating declares that the board of school committee "shall have the general charge and superintendence of all the public schools in town." This great power has been interpreted by the supreme court. There is no privity of contract between

the parents of pupils and the teacher. His contract is with the town. He is responsible to the committee who represent the town. The general charge and superintendence of the schools, in the absence of express legal provisions, includes the power of determining what pupils shall be received and what rejected. If children are suffering from a contagious disease, or so impure in morals as to render association with them pernicious to others, the school committee may direct the teacher to exclude them temporarily or permanently. In such cases, neither parent nor pupil has a remedy against the teacher, nor against the committee, unless they have acted corruptly or maliciously in the proceeding. But the law will not presume that the committee, who are invested with the power of superintendence and management, will act arbitrarily and unjustly in a matter submitted to their judgment. Where schools are graded the committee, under the general power of superintendence, will decide how the schools shall be organized, how many shall be kept, and what shall be the qualifications, as to age and attainments, for admission. The same powers also exist in regard to district schools, as far as they may be applicable. The law vests a plenary authority in the committee to arrange, classify and distribute pupils as they think best adapted to their general proficiency and welfare. In the absence of special legislation on the subject, the law has vested the power in the committee to regulate the system of distribution and classification; and when this power is reasonably exercised, without being abused or perverted by colorable pretences, the decision of the committee will be deemed conclusive. (See 23 Pick. 224, 5 Cush. 198, 8 Cush. 160.)

SECT. 17. If any person elected a member of the school committee, after being duly notified of his election in the manner in which town officers are required to be notified, refuses or neglects to accept said office, or if any member of the board declines further service, or, from change of residence or otherwise, becomes unable to attend to the duties of the board, the remaining members shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen of the city, and the two boards shall thereupon, after giving public notice of at least one week, proceed to fill such vacancy; and a majority of the ballots of persons entitled to vote shall be necessary to an election.

SECT. 18. If all the persons elected as members of the school committee, after such notice of their election, refuse or

Vacancies, how filled.  
1857, 266, §§ 1, 2.

When whole committee decline, new com-

neglect to accept the office, or having accepted, afterwards decline further service, or become unable to attend to the duties of the board, the selectmen or the mayor and aldermen shall, after giving like public notice, proceed by ballot to elect a new board, and the votes of a majority of the entire board of selectmen, or of the mayor and aldermen, shall be necessary to an election.

mittee how  
elected.  
1857, 266, § 2.

In explanation of the seventeenth section, it is only necessary to observe that in order to constitute a valid election, in case of vacancy, the person elected must have received a number of votes equal to a majority of all the persons entitled to vote. That is, if there were in a town five selectmen and five remaining members of the school committee, there would be ten persons entitled to vote; and six votes would be necessary to an election, even though only eight, or seven, or six votes should be cast. The same rule also applies when, under the authority given in the eighteenth section, the mayor and aldermen of a city, or the selectmen of a town proceed to elect an entire board of school committee.

SECT. 19. The term of service of every member elected in pursuance of the provisions of the two preceding sections, shall end with the municipal or official year in which he is chosen, and if the vacancy which he was elected to fill was for a longer period, it shall, at the first annual election after the occurrence of the vacancy, be filled in the manner prescribed for original elections of the school committee.

Term of service  
of person filling  
vacancy.  
1857, 266, § 3.  
1857, 270, § 3.  
1859, 80.

When a vacancy has occurred and been filled in accordance with the seventeenth and eighteenth sections, it seems important, if not absolutely necessary, that the choice of a substitute by the town, "at the first annual election," should be based upon a special article inserted in the warrant. An article "to choose all necessary town officers," is notice only of those elections that are provided for by the standing laws. Hence it follows that vacancies occurring after the warrant for the annual election is issued, and before the election itself is held, cannot be filled at that meeting. In such case, the vacancy must be filled by the conventions provided for in the seventeenth and eighteenth sections of this chapter.

The following case was recently submitted to the department. The annual meeting of a town was held on the fifth of March. Before the election of members of the school committee the

meeting adjourned to the first Monday of April. About the twentieth of March, a member of the school committee, whose term would have expired in 1861, resigned. On the twenty-seventh of March the remaining members of the committee and the selectmen, after giving due notice, elected a person to fill the vacancy. At the meeting in April, it being an adjournment of the March meeting, and acting under an article in the warrant "to choose all necessary town officers," the town elected a different person to fill the vacancy. The attorney-general gave an opinion that the election by the town was not valid, and that the person elected in convention was entitled to the seat.

I am of opinion that the phrase "annual election," used in the nineteenth section is not equivalent to "annual meeting," and that a vacancy in the board of school committee may be filled at any annual election,—as the annual meeting in November, for example.

SECT. 20. All the members of the school committee shall continue in office for the purpose of superintending the winter terms of the several schools, and of making and transmitting the certificate, returns and report of the committee, notwithstanding the election of any successor at the annual meeting; but for all other duties, the term of office shall commence immediately after election.

On election of new board, certain duties of old to continue.  
1846, 223, § 1.  
1857, 263, § 3.  
1857, 270, § 3.

For certain purposes there may be two committees in existence in a town at the same time. The old board may continue for the purposes enumerated in this section, while there may be a reorganization of the board; including the new members, for the purpose of arranging the system for another year.

SECT. 21. Any town may, at the annual meeting, vote to increase or diminish the number of its school committee. Such increase shall be made by adding one or more to each class, to hold office according to the tenure of the class to which they are severally chosen. Such diminution shall be made by choosing annually, such number as will in three years effect it, and a vote to diminish shall remain in force until the diminution under it is accomplished.

Committee, how increased or diminished.  
1857, 270, § 4.

By the force of this provision a town may increase its school committee by adding an equal number to each of its three classes, and this may be done at any annual meeting named for that purpose. It will, however, require three years to effect a diminution. As members duly elected cannot be deprived of their offices,

the only opportunity possible is for towns to wait until the terms expire and then neglect to choose successors. It is the result of my observation, that, where professional and business men are charged with the supervision of the schools, not more than three schools should be confided to one man.

— records of;  
secretary.  
1833, 105, § 3.

SECT. 22. The school committee shall appoint a secretary and keep a permanent record book, in which all its votes, orders and proceedings shall by him be recorded.

It is to be feared that this plain but important duty is occasionally neglected by school committees; and that more frequently the records made are so meagre and imperfect that they would possess but little value in a court of justice or as a faithful history of the educational policy of a town. I commend the requirement of this section to the attention of committees.

— to contract  
with teachers,  
unless, &c.  
R. S. 23, § 13.  
1833, 105, § 2.  
1859, 60.  
4 Cush. 599.

SECT. 23. The school committee, unless the town at its annual meeting determines that the duty may be performed by the prudential committee, shall select and contract with the teachers of the public schools; shall require full and satisfactory evidence of the good moral character of all instructors who may be employed; and shall ascertain, by personal examination, their qualifications for teaching and capacity for the government of schools.

The duty here indicated is more important than any other connected with the public schools of the State, and it can be best performed by the superintending committee. By the General Statutes, (chap. 39, §§ 7, 8,) towns have power, where the district system exists, to choose prudential committees or to transfer the authority to the districts. Whenever this power is exercised it is at the expense of the schools. The teacher gives character to the school, and the duty of ascertaining the moral and literary qualifications of candidates is put upon the superintending committee. No act of a town can transfer this duty to other persons. How inadequate for the performance of these solemn trusts is the opportunity of a few minutes' or a few hours' examination?

The evidence of fitness must be found, if found at all, in the previous life and experience of the candidate, and not in a brief personal examination of the certificates of friends. I do not dwell here upon the argument; it has been elsewhere and often presented; but I welcome the experience of the State during the



last two years as furnishing controlling evidence of the wisdom of confiding the selection of teachers to the superintending committee. When the superintending committee is authorized to contract with teachers, the town is bound to pay the salary agreed upon even though the appropriation for schools for the year should have been inadequate. (4 Cush. 599.)

SECT. 24. Every instructor of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such instructor on account of his services; and upon so filing such certificate, the teacher of any public school shall be entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the condition specified in section thirteen of chapter forty.

Teachers to receive and file certificate. —when and how paid. R. S. 23, § 14. 1850, 115. 1855, 126.

Much difficulty has arisen from the neglect of this provision of law. Prudential committees have often given to a teacher the charge of a school without presenting him for examination. This should not in any case be sanctioned. Indeed, the fact that a person claiming to be a teacher, entered upon the work without first securing the approval of the superintending committee, would be evidence of his ignorance of duty sufficient to justify the committee in rejecting him. Such a person must be either ignorant of the duty which every teacher ought to know, or morally disqualified for right doing.

The school committee have the whole power to examine teachers, and no one can legally be a teacher in any public school, until he has received from the school committee a written certificate of his qualification. (4 Cush. 601.)

SECT. 25. The school committee may dismiss from employment any teacher whenever they think proper, and such teacher shall receive no compensation for services rendered after such dismissal.

—may be dismissed, &c. 1844, 32.

This power is as nearly absolute as any power in our government. It will often happen that a committee may be in possession of sufficient reasons to justify the dismissal of a teacher, and yet a wise public policy would avoid a disclosure of them. There is

no probability that the power will be abused ; indeed, committees are reluctant to take the responsibility except in extreme cases.

Examinations  
and visits by  
committee.  
R. S. 23, §§ 15, 16.

SECT. 26. The school committee, or some one or more of them, for the purpose of making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, shall visit all the public schools in the town on some day during the first or second week after the opening of such schools respectively, and also on some day during the two weeks preceding the closing of the same ; and shall also for the same purposes visit, without giving previous notice thereof to the instructors, all the public schools in the town once a month, and they shall, at such examinations, inquire into the regulation and discipline of the schools, and the habits and proficiency of the scholars therein.

The requirements of this section are so plain as to leave no room for explanations. It may not be amiss to urge upon committees the faithful performance of this duty. The visits of a committee man, especially if they are frequent, exert a most salutary influence upon the schools. The teachers are solicitous to give evidence of their ability to carry the pupils forward, and the pupils themselves soon come to feel that each one has a reputation to sustain in the opinion of the committee. If to these frequent and familiar visits of the committee, could be added the uncere- monious calls of parents and friends of education, our schools would receive great advantage. It is just to say that there was never less cause for complaint in these particulars than at the present moment.

Bible to be read  
in schools.  
Sectarian books  
excluded.  
R. S. 23, § 23.  
1855, 410.

SECT. 27. The school committee shall require the daily reading of some portion of the Bible in the common English version ; but shall never direct any school books calculated to favor the tenets of any particular sect of Christians to be purchased or used in any of the town schools.

It is the settled policy of the State to require the use of the Bible in the public schools, and since the passage of the Act of 1855, there have been but few objections made.

The language of the requirement admits of a liberal interpretation, and I have advised committees that their duty is performed whenever the Bible is read by the teacher as a part of the morning devotional service, by the advanced pupils as an exercise in reading, or by the teacher and pupils in concert or responsively.

The law does not prescribe as a rule, from which there are to be no deviations, that every pupil who may be able to read the Bible, shall be required to do so. In this respect, a discretion is vested in teachers and committees.

I do not know that books calculated to favor the tenets of any particular sect of Christians are used in any of the public schools. I can only commend to committees a vigilant scrutiny of all books proposed for introduction.

SECT. 28. The school committee shall direct what books shall be used in the public schools, and no change shall be made in said books except by the unanimous consent of the whole board, unless the committee consists of more than nine, and questions relating to school books are intrusted to a sub-committee. In that case, the consent of two-thirds of the whole number of said sub-committee, with the concurrent vote of three-fourths of the whole board, shall be requisite for such change. If any change is made, each pupil then belonging to the public schools, and requiring the substituted book, shall be furnished with the same, by the school committee, at the expense of said town.

School books.  
— change of, how  
made, &c.  
R. S. 23, § 17.  
1859, 93, §§ 2, 3.

It is necessary to remark, in connection with the first two clauses of this section, that when the committee consists of three, six, or nine persons, the assent of all must be obtained, and not merely the assent of those who may be present at a regular meeting, when the number present is less than the whole number. So also, the expressions two-thirds and three-fourths, in the second clause, are to be understood in the same manner. There is some doubt as to the true construction of the last clause. It is quite plain, on the one hand, that mere presence in school on the day when the change is made, ought not in itself to entitle a scholar to the substituted book at the public expense; nor, on the other hand, should absence on that particular day deprive a pupil of his rights. In the first place, the pupil must be an inhabitant of the town, and he must have a right in the particular school where he makes his claim. This right may exist by virtue of the district system, or by the action of the school committee.

The committee should be satisfied that the claimant either is or intends to be an attendant upon the school. A child who might come into the school for a day or a week, for the special purpose of obtaining books, at the public expense, could not be deemed a pupil belonging to the public schools.

It is more difficult to say when the distribution at the public expense shall cease. In the absence of any authority or decision upon the subject, I am of opinion that all the pupils who had a right in the public schools at the time when the change of books was made, are entitled to the substituted book; provided, they actually became members of the school within the school year, but not otherwise. It has been a practice throughout the State, for many years, to treat those pupils who have been in actual attendance a fortnight during the term, as belonging to the schools, and I see no reason why this custom is not a safe basis for the action of committees, in deciding upon the distribution of books at the public expense.

Committee to  
procure text-  
books, apparatus,  
&c.  
R. S. 23, § 19.  
1859, 93, § 1.  
13 Pick. 229.

SECT. 29. The school committee shall procure, at the expense of the city or town, a sufficient supply of text-books for the public schools, and give notice of the place where they may be obtained. Said books shall be furnished to the pupils at such prices as merely to reimburse the expense of the same. The school committee may also procure, at the expense of the city or town, such apparatus, books of reference, and other means of illustration as they deem necessary for the schools under their supervision, in accordance with appropriations therefor previously made.

The authority to procure books may be exercised by the committee in several ways. They may purchase books upon the credit of the town, they may purchase with their own money or credit, and make the town debtor therefor, or they may appoint an agent to purchase and sell to those who may have occasion to purchase books for use in the schools. In either case, it is the duty of the committee to ascertain the true cost, and fix the price at which the books shall be sold. Public notice must also be given of the places of sale. The phrase "to reimburse the expense of the same," must be construed to include the expense of transportation, and proper charges or commissions to the agent for the trouble of sale and delivery, as well as amount of the original purchase.

The authority to purchase apparatus and reference books is limited to the expenditure of such moneys as may have been appropriated by the towns, and to the expenditure of twenty-five per cent. of the income of the school fund distributed among the towns. (Gen. Stat., chap. 36, § 4.)

SECT. 30. If any scholar is not furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the school committee at the expense of the town. — for certain scholars at expense of town. R. S. 23, § 20.

SECT. 31. The school committee shall give notice in writing to the assessors of the town of the names of the scholars supplied with books under the provisions of the preceding section, of the books so furnished, the prices thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected, and paid into the town treasury, in the same manner as the town taxes. Expense of books so supplied to be taxed to parents, &c. R. S. 23, § 22.

SECT. 32. If the assessors are of opinion that any parent, master, or guardian, is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof to his annual tax, according to their opinion of his ability to pay. If parents unable to pay, tax may be omitted. R. S. 23, § 11.

In some cases committees are reluctant to exercise the authority granted by the 30th section. There should be no hesitation. The public money is wasted when children are destitute of books. If parents are able and negligent, it is the duty of the committee to protect the children and the public. If parents are able but unwilling to perform their duty, the committee should do the duty for them, and secure restitution to the public through the exercise of the power conferred upon assessors. If parents are poor, then not a moment should pass until the children are provided with the means of escaping from ignorance, as the best security that they will ultimately escape from poverty.

SECT. 33. In any town containing five hundred families, in which a school is kept for the benefit of all the inhabitants, as before provided, the school committee shall perform the like duties in relation to such school, the house where it is kept, and the supply of all things necessary therefor, as the prudential committee may perform in a school district. Duty of committee where school is for benefit of whole town. R. S. 23, § 11.

SECT. 34. The members of the school committee shall be paid in cities one dollar, and in towns one dollar and a half, each, a day, for the time they are actually employed in discharging the duties of their office, together with such additional compensation as the town or city may allow. Compensation of committee. 1838, 105, § 4. 1859, 103.

It is quite apparent that the 33d section gives to the superintending committee full power to manage a high school whenever one shall have been established, except in so far as their action may be regulated by the votes of the town.

The computation of the time by members of the school committee,

must be left very much to the judgment and conscience of each. The Act of 1859 increased the pay of members, and an attempt was also made to secure faithful accounts of services performed. I am not aware that there was special occasion for legislation to protect towns against the charges of committees, but it is quite plain that the legislature intended to limit the claim for payment to services actually performed. The legislature has not prescribed the number of hours' labor that shall constitute a day ; yet it is clear that the examination of teachers, or of a school, which shall occupy only a half a day or less, cannot properly be charged for as a day.

Superintendent  
of schools, ap-  
pointment, du-  
ties, &c.  
1854, 314.  
1856, 232, §§ 1, 2.  
1860, 101, § 1.

SECT. 35. Any town, annually, by legal vote, and any city, by an ordinance of the city council, may require the school committee, annually, to appoint a superintendent of public schools, who, under the direction and control of said committee, shall have the care and supervision of the schools, with such salary as the city government or town may determine ; and in every city in which such ordinance is in force, and in every town in which such superintendent is appointed, the school committee shall receive no compensation, unless otherwise provided by such city government or town.

The office of superintendent is adapted to large towns and cities, and, under peculiar circumstances, it may be wise for small towns to avail themselves of this provision of law. When a town can enjoy the services of a competent person for a moderate sum of money, it may be well to appoint a superintendent of the schools. In a great majority of instances, however, I am of opinion that the services of the school committee will prove quite as valuable. But in cities the case is different. Here is usually as much work in the schools as one man can do, and the direction of a single mind is likely to improve the discipline, give unity to the school system, and to challenge to the utmost the capacities of teachers. The town of Gloucester enjoys the honor of having made the first appointment of superintendent of schools.

The Act of 1860, chapter 101, section 1, provides that the compensation of superintendents of public schools shall in no case be less than one dollar and fifty cents for each day of actual service. A superintendent is not, under the law, intrusted with the care and supervision of the schools in his own right, but always as the agent or servant of the school committee, with whom remains every power given to them by the statutes. As this power should

always be exercised by the committee freely and independently, the appointment of a member of the committee to the office of superintendent is usually a questionable proceeding.

SECT. 36. Every town not divided into school districts shall provide and maintain a sufficient number of school-houses, properly furnished and conveniently located, for the accommodation of all the children therein entitled to attend the public schools; and the school committee, unless the town otherwise direct, shall keep them in good order, procuring a suitable place for the schools, where there is no school-house, and providing fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town.

Towns not districted, to maintain school-houses, &c.  
R. S. 23, § 32.  
1850, 286, § 2.  
1859, 252, §§ 4, 5.

SECT. 37. Any town, at a meeting legally called for the purpose, may determine the location of its school-houses, and adopt all necessary measures to purchase or procure the land for the accommodation thereof.

Location of school-houses.  
R. S. 23, §§ 28, 32.  
1850, 252, § 4.

The 36th section refers to towns in which the district system does not exist; but it is practicable for towns which are divided into districts to erect the houses. (See chap. 39, § 19.) This custom prevails in many places, and the advantages are quite apparent. When the houses are built at the expense of the towns, it is not so easy to increase the number of districts. A great evil in the sparsely peopled regions is the multiplication of districts and houses, with the necessary result of small schools. Again, if the houses are built by the towns, there will usually be a better judgment exercised in the style of structure and nature of accommodations. The people will act wisely, if they cannot abolish the district system, to transfer the erection of the school-houses to the respective towns.

SECT. 38. When land has been designated by a town, school district, or those acting under its authority, or determined upon by the selectmen as a suitable place for the erection of a school-house and necessary buildings, or for enlarging a school-house lot, if the owner refuses to sell the same, or demands therefor a price deemed by the selectmen unreasonable, they may, with the approbation of the town, proceed to select, at their discretion, and lay out, a school-house lot, or an enlargement thereof, and to appraise the damages to the owner of such land in the manner provided for laying out highways and appraising damages sustained thereby; and upon payment, or tender of payment, of the amount of such damages, to the owner, by the town, the land shall be taken, held, and used, for the purpose aforesaid. But no lot so taken or enlarged shall exceed, in the whole, eighty square rods, exclusive of the land occupied by the school buildings.

Land may be taken for school-house lots, &c.  
1848, 237, § 1.  
1855, 318, § 1.  
2 Gray, 414.

Owner of land,  
may have jury.  
Proceedings.  
Damages and  
costs.  
1848, 237.  
1851, 186.  
1855, 10.  
2 Gray, 414.

SECT. 39. When the owner feels aggrieved by the laying out or enlargement of such lot, or by the award of damages, he may, upon application therefor in writing to the county commissioners within one year thereafter, have the matter of his complaint tried by a jury, and the jury may change the location of such lot or enlargement, and assess damages therefor. The proceedings shall in all respects be conducted in the manner provided in cases of damages by laying out highways. If the damages are increased, or the location changed, by the jury, the damages and all charges shall be paid by the town; otherwise the charges arising on such application shall be paid by such applicant. The land so taken shall be held and used for no other purpose than that contemplated by this chapter, and shall revert to the owner, his heirs or assigns, upon the discontinuance there, for one year, of such school as is required by law to be kept by the town.

By the 37th section of this chapter towns are authorized to determine the location of school-houses, when they are erected at the expense of the municipalities; and by the 18th and 20th sections of the 39th chapter of the General Statutes, a district that erects its own house has power to fix the site by a two-thirds vote; and if this majority cannot be secured then to invoke the action of the selectmen of the town. The 38th section of the present chapter points out the course to be pursued when land is taken for a school-house lot. In the first place the land must be designated by the town, school district or selectmen, according to the circumstances of the case, and then the attempt should be made to purchase the lot of the owner. Failing in this, for either cause specified in the statute, the town may approve the lot so designated by a vote to that effect.

Following the law in regard to laying out highways, it is then necessary for the selectmen to give seven days' notice to the owner of their intention to lay out a school-house lot upon his premises, and assess damages therefor, that he may have an opportunity to be heard upon all questions connected therewith.

A tender of the amount of damages assessed should then be made, when the land taken can be used for the intended purpose. The mayor and aldermen of the several cities are authorized to exercise the power conferred upon selectmen and towns by this section. (See sect. 41.)

It may be observed that when a lot of land has been so taken, the right of the public is exclusive, and the original owner cannot lawfully remove trees, fences, or stone, as may be done when land



is taken for a highway. As the right to take land for a school-house site is an exercise of the right of eminent domain, the court has held that the original owner is entitled to every security and measure of protection contemplated by the law. Hence any omission on the part of the public authorities to follow the statute will be fatal to the proceeding.

The thirty-ninth section relates to the right of the owner to trial by jury, both in regard to the location and the amount of damages; but there is no necessity for comments upon the text of the statute.

SECT. 40. The school committee of a town in which the school district system has been abolished, or does not exist, shall have the general charge and superintendence of the school-houses in said town, so far as relates to the use to which the same may be appropriated.

Committee of town not districted, to have charge of school-houses.

It seems to follow negatively from the authority here granted, that the school committee cannot allow a school-house to be used for any purpose not contemplated by its erection. The same rule should apply to the powers of prudential committees, where the districts erect and maintain the houses.

SECT. 41. Except as may be otherwise provided in their respective charters, or acts in amendment thereof, the provisions of this chapter, so far as applicable, shall apply to cities. And the mayor and aldermen in the several cities are authorized to execute the powers given in section thirty-eight of this chapter to the selectmen and town.

Provisions of chapter to apply to cities, except, &c.

## CHAPTER 39.

### OF SCHOOL DISTRICTS.

#### SCHOOL DISTRICTS.

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13. District meetings, selectmen, &c., may issue warrants for.
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## CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

42. Contiguous districts in adjoining towns may unite.
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48. — how assessed.
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## Districts.

- R. S. 23, § 24.
- 1849, 206.
- 1851, 303.
- 23 Pick. 70.
- 4 Cush. 250.
- 10 Cush. 418.
- 4 Gray, 250.
- 7 Gray, 411.

SECTION 1. Towns may provide for the support of schools without forming school districts; or may, at a meeting called for the purpose, divide into such districts and determine the limits thereof; but shall not, oftener than once in ten years from the second day of May, eighteen hundred and forty-nine, be districted anew so as to change the taxation of lands from one district to another having a different school-house.

The Act of 1789 chapter 19, section 2, recognized school districts, and authorized towns to define their limits. This Act was entitled "An Act to provide for the Instruction of Youth, and for the Promotion of good Education." The language and the effect of the law of 1789 have been much misunderstood. The preamble to the second section explains its object: "And whereas, by means of the dispersed situation of the inhabitants of several towns and districts in this Commonwealth, the children and youth cannot be collected in any one place for their instruction, and it has thence become expedient that the towns and districts, in the circumstances aforesaid, should be divided into separate districts for the purpose aforesaid: Be it therefore enacted," &c. School districts were not made corporations, nor authorized or required to furnish school-houses, elect officers, contract with teachers, nor indeed to do any act whatever concerning the schools.

Not a single duty in regard to schools was imposed upon the districts. In each district the town was to set up a school in which the children were to be taught. By a statute of 1799, chapter 66, the school districts which had been created by the towns, or which might thereafter be created, were created into corporations, though they were not so named in the law. The selectmen were authorized to issue warrants for district meetings, the voters

were authorized to choose a clerk, raise money for the erection and repair of school-houses, and the purchase of necessary utensils; and the assessors of the respective towns were required to assess such sums of money as might be voted by the several districts. It was not, however, until the statute of 1817, chapter 14, that school districts were made corporations in name, and authorized to sue and be sued, and empowered to hold, in fee simple or otherwise, real or personal estate for the use of the schools; and it was not until the statute of 1827, chapter 143, section 6, that districts were authorized to elect prudential committees, to whom were confided the care of the houses, and the important trust of selecting and contracting with teachers. I agree with Mr. Mann, when he says: "I consider the law of 1789, the germ of which may be found in the Province Law of 8 George I., chap. 1, (Anc. ch., p. 666,) authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of common schools, ever enacted in the State." It should ever be remembered, however, that the Act of 1789 was innocent in language and in intention of the evils that have sprung from subsequent legislation upon the subject.

I trust that the day will again and speedily be seen when every town will, in its municipal capacity, manage its schools, and equalize the expenses of education.

By the first section of this chapter, each town is authorized to divide its territory into school districts, as the people shall judge best adapted to the purposes of education.

The *whole* territory of a town must be divided, or the division is illegal. The several districts should be marked by metes and bounds, though individuals named in the vote may be set off with their polls and estates from one district to another.

The limitation in the last clause of the section does not prevent the frequent districting of towns for the purpose of transferring families from one school to another, as circumstances may require. Where school district taxes are not assessed, as in many towns they are not, there is no prohibition of the power to change the district limits. Districts have no voice as districts in the decision of any question concerning their limits or existence. When a district erects a school-house, the legal title vests in the district, but the property is held in trust for the town or its inhabitants. When a town has been districted, the lines may be run and bounds put up, without affecting the right of taxation.

— to be corporations, &c.  
R. S. 23, §§ 57, 58.  
6 Met. 546.  
10 Met. 464.

SECT. 2. A school district shall be a body corporate so far as to prosecute and defend in all actions relating to the property or affairs of the district, and may take and hold, in fee simple or otherwise, any estate, real or personal, given to or purchased by the district for the support of a school or schools therein.

For the purposes of its creation, a school district is a corporation having a legal character analogous to that of a town ; and hence the property of each member is liable for the debts of the district, though he has no right to appear as an individual for the purpose of prosecuting or defending a suit to which the district is a party. (13 Mass. 193 ; 6 Met. 497, 546 ; 10 Met. 464.) A school district can act only in its corporate capacity, and can bind itself only by acts authorized by legal votes passed at a district meeting regularly called. (12 Met. 105.)

— may be abolished, &c.  
1850, 286, § 1.  
1852, 199.  
See § 19.

SECT. 3. A town may, at any time, abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, land, apparatus and other property owned and used for school purposes, which such districts might lawfully sell and convey. The property so taken shall be appraised under the direction of the town, and at the next annual assessment thereafter, a tax shall be levied upon the whole town, equal to the amount of said appraisal ; and there shall be remitted to the tax payers of each district the said appraised value of its property thus taken. Or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest.

It is probable that without the authority conferred by the first clause of this section, towns might have abolished the school districts, and taken possession of the property. (See 23 Pick. 69.)

There would have been great injustice, however, in many cases, and the chief purpose of the present law is to equalize the burdens consequent upon a return to the municipal system, whenever the people of a town shall desire to do so. This section must be considered in connection with the statute of 1860, chapter 135.

This so far qualifies the General Statutes, as to give to towns the power to levy the tax either in one or more assessments, and at either or each of the next three annual assessments, after the appraisal of the property. By the last clause of the third section, a town, and the districts into which it is divided, may make a

mutual arrangement, by which the course prescribed may be departed from whenever it is deemed expedient to do so.

SECT. 4. Every town divided into school districts shall, — towns to vote at the annual meeting in the year eighteen hundred and sixty-  
three, and every third year thereafter, vote upon the question of abolishing such districts. on abolition of.

I am so well convinced of the wisdom of abolishing the district system, that I confidently expect its gradual abandonment. This section is not to be construed so as to preclude a town from abolishing the system at any time. (See section 3.)

SECT. 5. The secretary of the Commonwealth, on the recurrence of a year when the vote thus required is to be had, shall seasonably notify thereof the selectmen of the several towns, and require them, in towns retaining the school district system, to insert an article in the warrant for the annual meeting, for the purpose specified in the preceding section; and the selectmen of any town who neglect to insert such article in the warrant, when so required, shall forfeit twenty dollars. — secretary to notify towns, &c., to insert in warrant concerning.

SECT. 6. Upon the abolition or discontinuance of any district, its corporate powers and liabilities shall continue and remain so far as may be necessary for the enforcement of its rights and duties; and the property which it possessed at the time shall be subject to all legal process against it. — corporate powers of, to continue for certain purposes.

The rights and duties of a district, spoken of in the sixth section, do not relate to the management of its school,—these are assumed by the town when the district is abolished or discontinued,—but rather to its right to enforce any contract with another party, and its duty to pay all existing debts. Nor can a town so appropriate the property of a district, under the provisions of this chapter, as to deprive pre-existing creditors of a lien upon it.

SECT. 7. Every town divided into school districts shall, at its annual meeting, choose one person, resident in each school district, to be a committee for that district, and to be called the prudential committee, who shall keep the school-house in good order at the expense of the district; and if there is no school-house, shall provide a suitable place for the school of the district at the expense thereof; shall provide fuel and all things necessary for the comfort of the scholars therein; give information and assistance to the school committee of the town to aid them in the discharge of the duties required of them; and, when the town so determines, shall select and contract with an instructor for each school in the district. Prudential committee in each district. Duties. R. S. 23, § 25. 1828, 105, § 2. 11 Pick. 260. 4 Cush. 599. 8 Cush. 191. The inhabitants of a district cannot close the school-house. Law reporter, vol. 22, p. 213.

Prudential committee, how chosen.  
R. S. 23, § 26.  
21 Pick. 75.

SECT. 8. If a town so determines, the prudential committee may be chosen by the legal voters of the several school districts to which they respectively belong, in such manner as the district directs.

In certain respects, the prudential committee is the agent of the district, and in others he is the agent of the town. As the duty of maintaining the schools is [upon the town, he is its agent when he selects and contracts with a teacher, and the town is bound by the contract that he makes; though he would also be personally liable for an excess of expenditure over the appropriation to his district. It is his duty to perform the services enumerated in the seventh section, but if he neglects or refuses to comply with the law, there is no penalty for his dereliction. The town will act through its other agents,—the superintending committee. A prudential committee cannot interfere with a teacher who may have been employed by his predecessor, even though the term of the school may continue after the election has taken place.

In case a teacher has been selected and approved by the superintending committee in conformity to law, there is no authority in the prudential committee or the district to close the house against such teacher. (See 8 Cush. 191, and Law Reporter, vol. 22, 213, Ninth School District in *Weymouth v. Loud.*) If a town deposits money in the hands of a prudential committee for the purpose of paying a teacher, the risk is with the town. If the committee fails to apply the money legitimately the town is still liable to the teacher. (11 Pick. 260, 7 Cush. 478.)

SECT. 9. When a town determines that the prudential — to consist of  
committees shall select and contract with the school teachers <sup>three persons.</sup>  
for their districts, three persons in each district may be chosen <sup>1829, 137.</sup>  
to act as such committee. <sup>4 Gray, 250.</sup>

When the prudential committee by the choice of the town, consists of three persons, a presumption arises that they are authorized to select and contract with teachers; as, otherwise the town has no authority to elect three persons to the office. (4 Gray, 250.)

SECT. 10. When the office of prudential committee becomes <sup>the</sup> vacancies in, vacant in any district, by reason of the death, resignation, or removal of the person or persons elected, such district may fill the vacancy at a legal meeting called for the purpose. <sup>how filled.</sup>  
1855, 451.

SECT. 11. When no prudential committee is chosen for a school district, the school committee shall perform all the duties of the prudential committee. — town committee to act as, when, &c.  
R. S. 23, § 31.  
Boylston report, 1860.

SECT. 12. If a school district neglects or refuses to establish a school and employ a teacher for the same, the school committee may establish such school and employ a teacher therefor, as the prudential committee might have done. <sup>If district does not establish school, town committee may.</sup>  
R. S. 23, § 45.

The 10th, 11th, and 12th sections confirm the view already taken that the duty of maintaining the schools is upon the towns, inasmuch as, in case of a failure by the districts, the special agents of the towns are charged with the work that might have been performed by the prudential committees. Whether the removal of the prudential committee from the district deprives him of his office does not seem clear. The clerk of a district who removes to another district but within the same town retains his office. (21 Pick. 75.)

SECT. 13. The selectmen of the several towns divided into school districts as aforesaid, or the prudential committee of every such district, upon application made to either of them respectively, in writing, by three or more residents who pay taxes in the district, shall issue their warrant, directed to one of the persons making the application, requiring him to warn the inhabitants of such district qualified to vote in town affairs, to meet at the time and place in the district expressed in the warrant. <sup>District meetings, selectmen, &c., may issue warrants for.</sup>  
R. S. 23, § 46.  
8 Cush. 592.

SECT. 14. The warning shall be given seven days at least before the time appointed for the meeting, by personal notice to every inhabitant of the district qualified to vote in town affairs, or by leaving at his last and usual place of abode a written notification, expressing the time, place and purpose of the meeting, unless the district prescribes another mode of warning its meetings. — manner of warning.  
R. S. 23, § 47.  
4 Greenl. 46.  
14 Mass. 315.  
12 Pick. 206.

SECT. 15. A school district, at any regular meeting having an article in the warrant for that purpose, may prescribe the mode of warning all future meetings of the district; and may also direct by whom and in what manner such meetings may be called. Notwithstanding such prescribed mode, meetings may nevertheless be called in accordance with the provisions of the two preceding sections. — districts may prescribe mode of calling.  
R. S. 23, § 48.  
1850, 213.  
10 Pick. 543.  
2 Cush. 419.  
8 Cush. 592.

The application to the selectmen or prudential committee should contain a definite statement of the objects for which the meeting

is called. The warrant should contain a recapitulation of these statements. The return upon the warrant should declare in what manner it has been served, that it may appear upon the record that there has been a compliance with the 14th section. (12 Pick. 206.) The district may prescribe a mode of *warning* meetings, as posting the warrant upon the school-house, which may be done by the clerk or other person designated for that service by a vote of the district at any meeting called for that purpose; but the district cannot prescribe a mode of *calling* meetings. Special meetings must be called in the manner required by the 13th section.\* (8 Cush. 592.) Returning officers are not competent to judge of the legality of a notice or service, and a return that a precept had been *legally* served, or that the duty enjoined by a warrant had been *duly* performed would most clearly be insufficient.

The return of the officer is the only competent evidence of the service of the warrant. It must appear from this evidence, that the inhabitants of the district were notified in the manner and for the length of time required by the law. (12 Pick. 206.)

When a district, agreeably to the 15th section, has prescribed a rule for warning future meetings, that rule constitutes the law upon the subject, and it cannot be departed from, but must be observed until rescinded by the district. (2 Cush. 424.)

Clerk to be chosen, and sworn, keep records, &c.  
R. S. 23, § 27.  
21 Pick. 75.  
12 Met. 105.

SECT. 16. The inhabitants of each school district, qualified to vote in town affairs, shall choose a clerk, who shall be sworn by the moderator, in open meeting, or by a justice of the peace; make a fair record of all votes passed at meetings of the district; certify the same when required, and hold his office until a successor is chosen and qualified.

— liable only for want of integrity. District when liable.  
R. S. 23, § 29.  
10 Pick. 543.  
11 Pick. 456.

SECT. 17. The clerk shall be answerable only for want of integrity on his own part; and if he certifies truly to the assessors of the town, the votes of the district for raising, by a tax, any sum of money, the district shall be liable in case of any illegality in the proceedings in relation to raising such money.

The election of a clerk is the first duty of a district, and a necessity of its organization. When a clerk removes to another district in the same town he is not thereby deprived of his office, but he may continue to discharge the duties until a successor is chosen and sworn in his stead. (21 Pick. 75.)

\* Regular meetings, or those provided for by the by-laws of the district may be warned in such manner as the district may direct. (12 Met. 105.)



A clerk who has been chosen and sworn and who having been rechosen has neglected to take the oath of office, is yet the legal clerk by virtue of his first election, and of the 16th section of this chapter, which provides that he shall hold his office until a successor is chosen and qualified. A person who has been clerk of a district has no right to amend his records after a successor has been chosen and sworn. (12 Met. 105.)

SECT. 18. The legal voters of any district, at a meeting called for that purpose, may raise money for erecting or repairing school-houses in their district; for purchasing or hiring any buildings to be used as school-houses, and land for the use and accommodation thereof; and for purchasing libraries and necessary school apparatus, fuel, furniture, and other necessary articles, for the use of schools; they may also determine in what part of their district such school-houses shall stand, and choose any committee to carry into effect the provisions aforesaid.

Districts may raise money for school-houses. Districts may fix site. R. S. 23, § 28. 1849, 81, § 1. 21 Pick. 75. 10 Cash. 418.

These are great powers and ought to be exercised with wisdom and yet with liberality. In a majority of the school-houses in the State there are neither libraries for reference nor apparatus for illustration. The blackboard is generally found, outline maps are often seen; but globes, philosophical apparatus, and even blocks for exhibiting geometrical figures are rare. The existing law gives to the superintending committees the power to expend a small sum annually; but there are many instances of neglect that require the immediate attention of towns and districts. It is one of the evils of the district system that the erection of school-houses is a great burden upon the poorer ones; but whether the houses are built at the expense of towns or districts, it is a duty to furnish suitable buildings for the accommodation of the children.

I am compelled to admit that there are many houses in the State which are unfit for occupation. The number of such diminishes annually; but no time should be lost in unnecessary delays.

SECT. 19. The legal voters of every town may, if they think it expedient, carry into effect the provisions of the preceding section at the common expense of the town, so far as relates to providing school-houses for the several school districts of the town; and the town in such case may, at any legal meeting, raise money and adopt all other proper measures for this purpose, and, if already districted, may take possession of the school-houses and property of the several districts in the manner provided in section three of this chapter.

Towns may provide school-houses, at the common expense. R. S. 23, § 32. 1850, 286, § 2.

I have already expressed the opinion that it is wise for towns to erect and maintain the school-houses even where the district system exists; and the nineteenth section enables towns to exercise the authority conferred by the third section of this chapter, without abolishing or disturbing the districts as corporations for all other purposes.

Selectmen to determine site, in case, &c.  
R. S. 23, § 30.  
1852, 119.  
2 Gray, 414.

SECT. 20. If a school district cannot determine by a vote of two-thirds of the legal voters present and voting thereon, where to place their school-house, the selectmen, upon application made to them by the committee appointed to build or procure the school-house, or by five or more of the legal voters of the district, shall determine where such school-house shall be placed. (See chapter 38, section 38.)

Penalty on school district for not providing school-house.

SECT. 21. A school district, obliged by law to provide a suitable school-house, shall, for neglecting one year so to do, be liable to a fine not exceeding two hundred dollars, to be recovered by indictment, on complaint of any legal voter in said district, to be appropriated to the support of schools therein.

This is a new provision of law, and there is great need of its enforcement. It may sometimes be difficult to decide when a building used for school purposes is an unsuitable one; but there are many which so appear to me. If school districts are to be charged with the maintenance of the houses there is no reason why they should not be required to provide suitable ones. The offence can be committed annually; and the indictment must set forth with precision the period of default. (11 Cush. 178.)

Personal and real estate, where taxed.  
R. S. 23, § 33.  
5 Mass. 330.  
12 Met. 181.

SECT. 22. In raising and assessing money in the several school districts, every inhabitant of the district shall be taxed in the district in which he lives, for all his personal estate, and for all the real estate which he holds in the town, being under his own actual improvement; and all other of his real estate in the same town shall be taxed in the district in which it lies.

The assessment will be based upon the town valuation of the preceding May; but those only are liable to be assessed who were inhabitants of the district when the money was voted. (12 Met. 178.)

Manufacturing corporations, where taxed.  
R. S. 23, § 34.  
1850, 301.

SECT. 23. In the assessment of taxes pursuant to the preceding section, all real estate and machinery belonging to manufacturing corporations or establishments shall be taxed in the school districts where the same are situated; and in assessing the shares in such corporation, or the personal estate

of the owners of such establishments, for the like purposes, the value of such machinery and real estate shall first be deducted from the value of such shares or personal estate.

SECT. 24. All the land within a town, owned by the same person not living therein, shall be taxed in the same district.

Non-residents where taxed.  
R. S. 23, § 36.

SECT. 25. When the estate of a non-resident owner is taxed, it may be taxed in such district as the assessors of the town determine; and the assessors, before they assess a tax for any district, shall determine in which district the estate of any such non-resident shall be taxed, and certify in writing their determination to the clerk of the town, who shall record the same; and such estate, while owned by the same person resident without the limits of the town, shall be taxed in such district accordingly until the town is districted anew.

Same subject.  
R. S. 23, § 35.

It may happen, under the provisions of the 23d section, that manufacturing property may be taxed in two districts, or even in two towns. The real estate and machinery must be taxed in the district where situated, but the excess of the value of the shares will be taxed where the owner resides. The same rule applies to individual owners of manufacturing establishments. The 24th and 25th sections secure non-resident owners of real estate against the inconvenience of paying taxes in more than one district; and also give them the advantage of the provision of law prohibiting an alteration of district lines oftener than once in ten years so as to change the taxation of lands from one district to another, having a different school-house. (See chapter 39, section 1.)

This limitation ceases, however, when the lands are conveyed to another person, either resident or non-resident, or when the original owner becomes an inhabitant of the town where the lands lie.

SECT. 26. The assessors of the town shall assess, in the same manner as town taxes are assessed, on the polls and estates of the inhabitants of each school district, and on all estates liable to be taxed therein as aforesaid, all money voted to be raised by the legal voters of such district for the purposes aforesaid; and such assessment shall be made within thirty days after the clerk of the district has certified to said assessors the sum voted by the district to be raised.

School taxes assessed like town taxes.  
R. S. 23, § 37.  
3. Mass. 230.  
3 Cush. 567.  
4 Cush. 487.  
14 Pick. 362.  
10 Cush. 413.  
10 Pick. 543.

A matter of primary importance in the assessment of taxes upon school districts is for the assessors to ascertain whether the district has a legal existence; if not, the assessors are personally liable, and the seventeenth section of this chapter furnishes no protection. In the case, *Bassett vs. Porter*, (4 Cushing, 487,) being an action of trespass by a person on whom a school district

tax had been assessed, for an assault and false imprisonment, brought against one of the assessors, the court say: "if there be no district, then the defendant had no right to act at all, and would not therefore be protected; as an officer acting with integrity and fidelity; though he was but one of several assessors, yet he is liable alone, if liable at all."

It is not only necessary that the districts voting the levy of a tax should have a legal, corporate existence, but it is necessary that the proceedings of organization should have been legal, and indeed that all the acts on which the assessment depends should have been in conformity to law, in order that the assessors may be protected. (10 Pick. 543.)

In an action of tort against the assessors of Hatfield (Dickinson and another *vs.* Billings and others, 4 Gray, 42,) it was held that the assessors were bound to show that the school district, which had voted the tax, had a legal existence, but that the burden of proof in regard to alleged illegal proceedings was upon the plaintiffs.

It was also again held that assessors are liable for assessing and issuing a warrant for the collection of a school district tax, if the school district was not legally established, although it was certified to them, by one as acting clerk of the district, that the tax had been voted by the district. (See also 10 Cush. 418.)

The instruction that the assessors of the town shall assess in the same manner as town taxes are assessed, on the polls and estates of the inhabitants of each school district, does not limit the assessment on polls to one dollar and fifty cents, the maximum authorized by law in the assessment of town taxes. (14 Pick. 362, and 12 Met. 187.)

When a tax has been assessed illegally, and the proceeds paid over to the committee of the district, an action by an inhabitant of the district who has paid the tax assessed upon him, will lie against the district for the recovery of the money. (3 Cush. 567.) But, it seems a town is not liable. (12 Pick. 206.)

Assessors to issue warrants to collectors.

R. S. 23, § 38.

5 Pick. 496.

12 Pick. 214.

SECT. 27. The assessors shall make a warrant, substantially in the form heretofore used, except that a seal shall not be required thereto, directed to one of the collectors of the town, requiring him to collect the tax so assessed, and to pay the same to the treasurer of the town within a time to be limited in the warrant; and a certificate of the assessment shall be made by the assessors and delivered to the treasurer.

SECT. 28. The money so collected and paid shall be at the disposal of the committee appointed by the district, to be by them applied to the building or repairing of school-houses, or to the purchase of buildings to be used as such, or of land for their sites, as before provided, and according to the votes or directions of the legal voters of the district.

Money raised to be at disposal of committees.  
R. S. 23, § 39.

SECT. 29. If at a meeting of the legal voters of a school district called for the purpose of raising money, a majority of the voters present are opposed thereto, any five inhabitants of the district, who pay taxes, may make application in writing to the selectmen of the town, requesting them to insert in their warrant for the next town meeting an article requiring the opinion of the town relative to the expediency of raising such money as was proposed in the warrant for the district meeting; and if the majority of the voters think the raising of any of the sums of money proposed in the warrant is necessary and expedient, they may vote such sum as they think necessary for said purposes, and the same shall be assessed on the polls and estates of the inhabitants of such district, and be collected and paid over in the manner before provided. They may also empower the selectmen of the town, or the school committee, or may choose a committee, to carry into effect the purposes for which such money is voted, if such district neglects or refuses to choose a committee for that purpose.

If district refuses to raise money, town may order it.  
R. S. 23, § 44.  
1848, 274.

SECT. 30. If a district neglects to organize by the choice of officers, the money necessary for the erection, repair, or enlargement, of a school-house therein, may be expended by order of the school committee, and, upon their certificate, shall be assessed upon the polls and estates of the inhabitants of the district, collected like other district taxes, and paid into the treasury of the city or town.

If district neglects to organize, school committee may provide, &c.  
1858, 145, § 1.

SECT. 31. In collecting district taxes the collectors shall have the same powers and proceed in the manner provided by law in collecting town taxes.

Collectors, how to collect taxes.  
R. S. 23, § 40.

SECT. 32. The treasurer of a town, to whom a certificate of the assessment of a district tax is transmitted, shall have the like authority to enforce the collection and payment of the money so assessed and certified, as he has in the case of money raised by the town, for the use of the town.

Treasurer, powers of, &c.  
R. S. 23, § 41.

SECT. 33. The assessors, treasurer, and collector, shall have the same compensation, respectively, for assessing, collecting, and paying out money, assessed for the use of a school district, as is allowed by the town for like services in respect to town taxes.

Compensation of assessors, &c.  
R. S. 23, § 42.

SECT. 34. The assessors shall have the same power to abate the tax, or any part thereof, assessed on an inhabitant of a school district, as they have to abate town taxes.

Abatement of taxes.

The sections of this chapter, from the 27th to the 34th, inclusive, require but little comment. The 29th and 30th sections are framed upon the idea that it is the duty of the towns to maintain public

schools and that districts are merely agents therefor. An appeal to the town is provided in case a district is indisposed to make suitable provision for the accommodation of the schools; and the town may raise such sums of money as are deemed necessary, order an assessment thereof upon the district, and finally expend it by the agency of the selectmen, school committee, or by special committees chosen for the purpose.

If a district fails to continue its organization, the school committee may then expend such sums of money as may be needed for the erection, enlargement, or repair of the school-house. This expenditure is first a charge upon the town treasury; but finally it must be paid by an assessment upon the inhabitants of the offending district. Hence, although no penalty is imposed upon the districts, it is yet possible for a town that is divided into districts to require each one to meet its own necessary and proper expenses.

#### UNION DISTRICTS.

Union districts,  
how formed, &c.  
1838, 189, §§ 1, 2,  
5.  
1839, 56, § 2.

SECT. 35. Two or more contiguous school districts in a town may, by a vote of two-thirds of the legal voters of each district, present and voting at legal meetings of their respective districts called for the purpose, associate and form a union district, for the purpose of maintaining a union school for the benefit of the older children of such associated districts; such district shall have the powers, privileges, and liabilities of school districts, with such name as the district determines at its first meeting.

First meeting.  
Subsequent  
meetings. Lo-  
cation of house.  
1838, 189, §§ 3, 5.

SECT. 36. The districts proposing such association shall, at the time of voting to form the union, respectively agree upon the time, place and manner of calling the first meeting of the union district, which may from time to time determine the mode of calling and warning its meetings, the time and place of its annual meetings, and the place where its school-house shall stand. The location of the school-house, if not determined by the district, shall be referred to the selectmen, as provided for other districts.

Clerk, how  
chosen, &c.  
1838, 189, § 4.

SECT. 37. Each union district, at its first meeting, shall choose by ballot a clerk, who shall be sworn in the manner, and perform the duties, prescribed for clerks of other school districts, and hold the office until a successor is chosen and qualified.

Assessments,  
how made.  
1838, 189, § 1.

SECT. 38. In raising and assessing money in such districts, every inhabitant shall be taxed in the manner in which inhabitants of other school districts are taxed, and the real estate of non-resident owners taxable in either of the districts composing the union district shall be taxed in such districts.

Prudential com-  
mittees, how con-  
stituted.

SECT. 39. The prudential committees of the respective districts, forming the union district, shall together constitute the prudential committee of such district; have the powers and

discharge the duties, in relation to the school and school-house of the district, prescribed to prudential committees in relation to the schools and school-houses in their respective districts; and determine what proportion of the money raised and appropriated by the town for each of the districts composing the union district shall be appropriated and expended in paying the instructors of the union school; subject in all matters to any legal votes of the union district.

Powers and duties, &c.  
1838, 189, §§ 6, 7.

SECT. 40. The public schools required by law shall continue to be maintained in each of the districts thus associated, as if no union district had been formed.

Usual schools maintained.  
1833, 189, § 7.

SECT. 41. The school committee shall have the powers and duties in relation to such union school which they have in relation to other district schools.

School committees, powers and duties of.  
1833, 189, § 8.

The law is so explicit in regard to the organization of union districts that no reason exists for extended comments. The authority granted by the statutes on which the present law is founded, has been exercised in a few instances only, and never, I believe, with any advantage to the schools. Where it is practicable for two districts to unite and form a union school, it will be found wiser to unite the districts for all purposes, and thus avoid the cumbrous machinery incident to the formation of a union district. It is evident that a union of two districts cannot be effected unless the parties are generally agreed, and where such a state of feeling exists, a more efficient course is to consolidate the districts and grade the schools.

As the law concerning union districts is based upon the school laws relating to district schools, the comments made elsewhere can be easily applied to cases that may arise under the 35th, 36th, 37th, 38th, 39th, 40th and 41st sections of the present chapter.

#### CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

SECT. 42. If two or more contiguous school districts in adjoining towns are too small to maintain schools advantageously in each, such districts may unite and form one district, with the powers, privileges, and liabilities, allowed or prescribed in regard to school districts.

Contiguous districts in adjoining towns may unite.  
R. S. 23, § 49.

SECT. 43. No district shall be so united, unless the legal voters of each, at legal meetings called for the purpose, agree thereto; nor, unless the respective towns, at legal town meetings called for the purpose, assent to the same; and when such vote is passed by a school district, the clerk thereof shall forthwith send a certified copy to the clerk of his town.

Union not formed without consent of districts, &c.  
R. S. 23, § 50.

SECT. 44. When the voters in such united district, at a legal meeting called for the purpose, deem it expedient to separate and again form two or more districts, they may do so, first obtaining the consent of the respective towns.

United districts may be separated.  
R. S. 23, § 51.

— meeting of,  
how called.  
R. S. 23, § 52,

SECT. 45. The first meeting of such united district shall be called in the manner agreed upon by the respective districts at the time of forming the union; and such district may, from time to time thereafter, prescribe the mode of calling and warning its meetings as other school districts may do.

Prudential committee to be  
chosen, &c.  
R. S. 23, § 53.

SECT. 46. Such district, at the first meeting and annually thereafter, shall choose a prudential committee, who shall receive and expend the money raised and appropriated in each town for the united district, and possess the powers and discharge the duties allowed or prescribed to the prudential committees of other districts.

Money raised to  
be in proportion,  
&c.  
R. S. 23, § 54.

SECT. 47. The legal voters of a united district shall, at the time of voting to raise such money, determine the amount to be paid by the inhabitants in each town, which shall be in proportion to their respective polls and estates; and the clerk of the district shall certify such vote to the assessors of each of said towns.

Money, how assessed.  
R. S. 23, § 55.

SECT. 48. All money duly voted to be raised by any such united district shall be assessed by the assessors of the respective towns upon the polls and estates of the inhabitants of the district, and collected, as taxes are assessed and collected in other school districts.

School committees of adjoining  
towns to officiate  
in turns.  
R. S. 23, § 56.

SECT. 49. The respective school committees of the towns from which such united district is formed shall discharge the duties of school committee for the district in alternate years, commencing with the most ancient town.

It often happens that the inhabitants residing near the lines of two contiguous towns would be best accommodated by sending the children to one school. This may be accomplished by the provisions of law in the sections of the present chapter from the 42d to the 49th inclusive. Since the original enactment of these provisions a better plan for accomplishing the same object has been devised. (See Gen. Stat. chap. 41, sect. 5.) In some cases it may be deemed advisable to form a union district.

Under the 43d section the districts must take the initiative steps, by obtaining the assent of a majority of the voters in each, at a meeting legally called for that purpose. It is then the duty of the clerks of the respective districts to make a certificate of the action of his district, and place the same in the hands of the clerk of the town to which he belongs. Each town must then sanction and approve the doings of the district and assent to its union with the district specified. This done, a meeting of the union district may then be called and it will thereafter enjoy all the rights and privileges of school districts in the towns, subject only to such limitations as may be found in this chapter. In case a union



district should not agree in the location of a school-house there seems to be no method by which a site could be established.

# CHAPTER 40.

## OF SCHOOL REGISTERS AND RETURNS.

### SECTION

1. Town clerks to deliver registers, &c., to school committee.
2. If not received.
3. Duties of assessors, as to persons between five and fifteen.
4. — of school committee; form of certificate.
5. Registers to be kept; returns.
6. Committees' report; to whom sent; where deposited; to be printed.
7. When report is not made.

### SECTION

8. When informal, &c.
9. Penalty for neglect, or informal, &c., report.
10. Reports, &c., of board of education, how received, delivered, and for what purpose. In whom property of.
11. Who to sign reports.
12. Penalty on Committee for neglect in returns, &c.
13. Registers, how kept. Teachers not to draw pay until return of register.

SECTION 1. The clerks of the several cities and towns, upon receiving from the secretary of the board of education the school registers and blank forms of inquiry for school returns, shall deliver them to the school committee of such cities and towns.

SECT. 2. If a school committee fails to receive such blank forms of return on or before the last day of March, they shall forthwith notify the secretary of the board of education, who shall transmit such forms as soon as may be.

SECT. 3. The assessors shall annually in the month of May, ascertain the number of persons in their respective towns and cities on the first day of May between the ages of five and fifteen years, and on or before the first day of July following report the same to the school committee.

The first, second, and third sections of this chapter are explicit. The third section may however require amendment. In towns that are districted the selectmen or school committee usually apportion the money; and a part in most cases, and in a few the entire sum raised is distributed among the districts in proportion to the number of persons between five and fifteen years of age. The assessors often enumerate the children without regard to district lines, and hence a second census becomes necessary. It may be well to require assessors, in towns that are districted, to take the census of the children by districts, and cause a record thereof to be made by the town clerk.

SECT. 4. The school committee shall annually on or before the last day of the following April, certify under oath the numbers so returned to them by the assessors, and also the sum raised by such city or town for the support of schools during the preceding school year, including only wages and board of teachers, fuel for the schools, and care of the fires and school-rooms, and shall transmit such certificate to the

Town clerks to deliver registers, &c., to school committee.  
1849, 65, § 2.

If not received.  
1846, 223, § 3.

Duties of assessors as to persons between five and fifteen.  
1855, 15.

— of school committee.  
1846, 223, § 2.  
1849, 117, § 1.  
1855, 23.  
See § 11.

Form of certificate.

secretary of the board of education. The form of such certificate shall be as follows, to wit:—

We, the school committee of \_\_\_\_\_, do certify, that from the returns made by the assessors in the year \_\_\_\_\_, it appears, that on the first day of May, in the year \_\_\_\_\_, there were belonging to said town the number of \_\_\_\_\_ persons between the ages of five and fifteen years; and we further certify, that said town raised the sum of \_\_\_\_\_ dollars for the support of public schools for the preceding school year, including only the wages and board of teachers, fuel for the schools, and care of fires and school-rooms.

} *School Committee.*

ss. On this \_\_\_\_\_ day of \_\_\_\_\_, personally appeared the above named school committee of \_\_\_\_\_, and made oath that the above certificate, by them subscribed, is true.

Before me, \_\_\_\_\_ *Justice of the Peace.*

I call the attention of committees to the importance of following the directions contained in the fourth section. In many cases the department has been compelled to ask committees to amend their certificate, although the directions of the statute are specific and clear.

Registers and returns.

1837, 227; 1838, 105, § 6; 1846, 223, § 3; 1850, 179. See § 11. See Ch. 36, § 3. See Ch. 38, § 20.

SECT. 5. The school committee shall cause the school registers to be faithfully kept in all the public schools, and shall annually on or before the last day of April, return the blank forms of inquiry, duly filled up, to the secretary of the board of education; and shall also specify in said returns the purposes to which the money received by their town or city from the income of the school fund has been appropriated.

Committees' report; to whom sent; where deposited; to be printed.

1838, 105, § 1. 1846, 223, § 4. 1859, 57.

See Ch. 36, § 3. See Ch. 38, § 20.

SECT. 6. The school committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the committee deem necessary or proper to promote the interests thereof. The committee shall cause said report to be printed for the use of the inhabitants, in octavo, pamphlet form, of the size of the annual reports of the board of education, and transmit two copies thereof to the secretary of said board, on or before the last day of April, and deposit one copy in the office of the clerk of the city or town.

Any neglect by committees of the requirements of these two sections is visited with a penalty in the loss of all, or a part of the income of the school fund to which the town would otherwise be entitled. (See chapter 36, section 3, and chapter 40, section 9.) In the case of the school registers the committees are agents of the towns, and have no such property in them as to be able to maintain an action of trespass against a person who may take them from the custody of the committee. (3 Cush. 549.)

A teacher, however, might maintain an action of trespass against any person who had taken possession of the register of his school with authority of law; inasmuch as his ability to recover his wages depends upon his faithfulness in keeping the register, and upon the return of it to the school committee. (See section 13.)

The largest public duty of a committee, when measured by its influence, is the preparation of the annual report specified in the sixth section. It is the chief means by which the people of the town can be reached, and it is now made a part of the documentary history of the State. I cannot too earnestly commend to committees the importance of fidelity in the discharge of this duty. The reports are now printed under General Statutes, chapter 40, section 6; but I respectfully invite committees to cause the work to be executed, as far as paper, type and general appearance, in a manner corresponding to the reports of the Board of Education.

SECT. 7. When a school committee fails within the prescribed time to make either the returns or report required of them by law, the secretary of the board of education shall forthwith notify such committee, or the clerk of the city or town, of such failure; and the committee or clerk shall immediately cause the same to be transmitted to the secretary.

When report is not made.  
1855, 93, § 1.  
See Ch. 38 § 20.

SECT. 8. If a report or return is found to be informal or incorrect, the secretary shall forthwith return the same, with a statement of all deficiencies therein, to the committee for its further action.

When informal, &c.  
1855, 93, § 2.  
See Ch. 38, § 20.

SECT. 9. The returns or reports of a city or town so returned by the secretary for correction, or which have not reached his office within the time prescribed by law, shall be received by him if returned during the month of May; but in all such cases ten per cent. shall be deducted from the income of the school fund which such city or town would have been otherwise entitled to. If such returns or reports fail to reach his office before the first day of June, then the whole of such city or town's share of the income shall be retained by the treasurer of the Commonwealth, and the amount so retained, as well as the ten per cent. when deducted, shall be added to the principal of the school fund. And such city or town shall in addition thereto forfeit not less than one hundred nor more than two hundred dollars: *provided, however*, if said returns and reports were duly mailed in season to reach said office within the time required by law, then the city or town from which said returns or reports are due shall be exempt from the forfeiture, otherwise incurred.

Penalty for neglect or informal, &c., report.  
1855, 93, § 3.  
1859, 238.

Reports, &c., of board of education, how received, delivered, and for what purpose.

In whom property of.

1849, 65, § 2.

SECT. 10. The clerk of each city and town shall deliver one copy of the reports of the board of education and its secretary to the secretary of the school committee of the city or town, to be by him preserved for the use of the committee and transmitted to his successor in office; and two additional copies of said reports, for the use of said committee; and shall also deliver one copy of said reports to the clerk of each school district, to be by him deposited in the school district library, or, if there is no such library, carefully kept for the use of the prudential committee, teachers, and inhabitants, of the district, during his continuance in office, and then transmitted to his successor; and in case the city or town shall not be districted, said reports shall be delivered to the school committee, and so deposited by them as to be accessible to the several teachers and to the citizens; and such reports shall be deemed to be the property of the town or city, and not of any officer, teacher, or citizen, thereof.

I earnestly recommend to committees a careful observance of the law in regard to the preservation of the reports of the Board of Education. Where town libraries are established one or more copies may be deposited upon its shelves. Copies of Mr. Mann's reports are scarce, and several numbers are exceedingly rare. In many towns stray copies may be found in the office of the clerk, or among the papers of past members of the legislature, and a friend of education could hardly do a greater service than might be done by collecting these, and thus placing in the library of the town a complete series of reports, whose intrinsic value can never materially diminish.

Who to sign reports.  
1855, 244.

SECT. 11. When the school committee of a city or town is not less than thirteen in number, the chairman and secretary thereof may, in behalf of the committee, sign the annual school returns and the certificate required by sections four and five.

Penalty on committee for neglect in returns, &c.  
1847, 183, § 2.  
1848, 173.

SECT. 12. A city or town which has forfeited any part of its portion of the income of the school fund through the failure of the school committee to perform their duties in regard to the school report and school returns, may withhold the compensation of the committee.

Registers, how kept. Teachers not to draw pay until return of register.  
1849, 209.

SECT. 13. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or such person as they may designate, and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, shall be so returned.

The 12th section very properly imposes a small penalty upon committees that neglect so important a duty as the preparation of the annual report, or the return of the various facts required.

Every good teacher will perform all the labor required by the 13th section, even though he had no pecuniary interest therein. It is feared that teachers often receive payment for their services when the register has not been "properly filled up and returned." Committees will be justified in exacting a careful and faithful performance of the duty.

## CHAPTER 41.

### OF ATTENDANCE OF CHILDREN IN THE SCHOOLS.

#### SECTION

1. Children to be sent to school by parents, &c. Penalty for neglect. Excuses for neglect.
2. Truant officers and school committee to inquire and report.
3. All children may attend where they reside.
4. School committee to regulate admission, &c., to high school.
5. Children may attend in adjoining town, and committee pay for instruction.

#### SECTION

6. Wards may attend where guardian resides.
7. Children may attend in other towns than place of residence, and parents pay, &c.
8. Children not to attend unless vaccinated.
9. Race, &c., not to exclude.
10. Teachers and school committee to state grounds of exclusion.
11. Damages for exclusion, how recovered.
12. Interrogatories to committee, &c.

SECTION 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually during the continuance of his control send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars: but if it appears upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

SECT. 2. The truant officers and the school committees of the several cities and towns shall inquire into all cases of neglect of the duty prescribed in the preceding section; and ascertain from the persons neglecting, the reasons if any therefor; and shall forthwith give notice of all violations, with the reasons, to the treasurer of the city or town; and if such treasurer wilfully neglects or refuses to prosecute any person liable to the penalty provided for in the preceding section, he shall forfeit the sum of twenty dollars.

The 1st section of this chapter is but a reproduction of an Act of 1642, by which the general court of the colony instructed the selectmen of every town to "have a vigilant eye over their

brethren and neighbors, to see first that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach by themselves or others, their children and apprentices, so much learning as may enable them to read the English tongue, and [obtain a] knowledge of the capital laws."

The present law contemplates that each child shall receive as much training as may be given between the ages of eight and fourteen years, by his attendance upon a public school twelve weeks each year, six weeks of the twelve to be consecutive.

At most, this period is brief for the accomplishment of so important a work as the training of a human being for the responsibilities of life; and hence the imperative nature of the duty resting upon truant officers and committees in regard to the enforcement of the law. It is not to be assumed that the legal rights of children in the schools are limited to the period when they are between eight and fourteen years of age, or even to the period between five and fifteen, for it cannot be doubted that youth under twenty-one years of age are entitled to the benefits of the public schools, while committees may exercise a discretion in excluding those who are not physically and intellectually qualified, even though they are more than five years of age. It is not sufficient for committees and truant officers to wait for information to be given to them of neglect of duty by parents and guardians, but they should *discover and inquire* into all such cases, and pursue the delinquents according to the requirements of law. In no other way can we save portions of society from the "barbarism" which our ancestors would not suffer. It generally happens that those families which are most indifferent to the education of the children in the schools, have the fewest means of educating them under the domestic roof.

Children to attend where they reside.

1849, 117, § 4.

Admission to high school, how regulated.

R. S. 23, § 15.

SECT. 3. All children within the Commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law.

SECT. 4. The school committee shall determine the number and qualifications of the scholars to be admitted into the school kept for the use of the whole town.

The 3d section confers upon every child a right in the schools of the town where he resides, and it also, by implication, limits his rights to his place of residence. The 5th, 6th, and 7th

sections of this chapter qualify the rigidity of the rule in several important particulars.

The power conferred upon school committees by the fourth section should be exercised with reference to the interests of education. Intellectual and moral qualifications should be the standard of admission, and these qualifications should be ascertained by careful and personal examination.

In this way only can the high school of a town answer in character to its name, and in this way only can the schools below be stimulated to great exertions.

If candidates are admitted when they arrive at a certain age, the power of the high school for good is diminished materially, and in a few years it will not be worth supporting.

SECT. 5. Children living remote from any public school in the town in which they reside, may be allowed to attend the public schools in an adjoining town, under such regulations, and on such terms as the school committees of the said towns agree upon and prescribe; and the school committee of the town in which such children reside shall pay out of the appropriations of money raised in said town for the support of schools the sum agreed upon.

Children may attend in adjoining town, and committee pay for instruction.  
1855, 78.  
1859, 89, § 1.  
8 Cush. 66.

The right of children living in one town, to attend school in an adjoining one, is not a right that can be exercised freely, but is subject to the consent of the committee of the town to which the children belong, based upon an agreement between the committees of the two towns concerned. Nor can a town in its corporate capacity take action in the matter. A custom has prevailed to some extent, of allowing certain individuals named in the warrant, and in the vote of the town, to draw their proportion of school money, and pay the same to an adjoining town. This course is illegal. (See 8 Cush. 66, and 12 Pick. 206.)

SECT. 6. Minors under guardianship, their father having deceased, may attend the public schools of the city or town of which their guardian is an inhabitant.

Wards where may attend.  
1856, 161.

SECT. 7. With the consent of school committees first obtained, children between the ages of five and fifteen years may attend school in cities and towns other than those in which their parents or guardians reside; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period the child shall have so attended.

Children may attend in other towns than place of residence, and parents pay, &c.  
1857, 132.

The third section of this chapter gives to every child a right in the schools of the place where he has his legal residence; the sixth section makes a corresponding provision for minors under guardianship; while the seventh section enables children whose legal residence may be in towns which do not support high schools, for example, to attend such schools elsewhere, the consent of committees having been first obtained. The law here refers to committees of the towns whose schools are enjoyed by non-residents.

Children to be vaccinated.  
1855, 414, § 2.

SECT. 8. The school committee shall not allow any child to be admitted to or connected with the public schools, who has not been duly vaccinated.

Color, &c., not to exclude.  
1855, 256, § 1.

SECT. 9. No person shall be excluded from a public school on account of the race, color, or religious opinions of the applicant or scholar.

Previous to the Act of 1855, on which the ninth section of this chapter is founded, school committees had power to require colored children to attend schools set apart for persons of their own complexion. (See *Roberts vs. City of Boston*, 5 Cush. 198.)

Teachers, &c., to state grounds of exclusion.  
1855, 256, § 4.

SECT. 10. Every member of the school committee under whose directions a child is excluded from a public school, and every teacher of such school from which a child is excluded, shall, on application by the parent or guardian of such child, state in writing the grounds and reason of the exclusion.

Damages for exclusion.  
1845, 214.  
1855, 256, § 2.  
8 Cush. 160.  
7 Gray, 245.

SECT. 11. A child unlawfully excluded from any public school shall recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend against the city or town by which such school is supported.

Interrogatories to committee, &c.  
1855, 256, § 3.

SECT. 12. The plaintiff in such action may, by filing interrogatories for discovery, examine any member of the school committee, or any other officer of the defendant city or town, as if he were a party to the suit.

Where a town is divided into districts, whether for the purpose of deciding where the children shall attend school, or for the purpose of creating school district corporations, the right of a particular child is in the district to which his parent or guardian belongs. He cannot, at his will, or under the instructions of his parent or guardian, take a place in the school of another district. (7 Gray, 244.)



The reasons for which a child may be excluded absolutely from school, neither are, nor can be, expressed in the law. Committees are responsible for the exercise of a sound discretion.

As has been already seen, "the general school committee of a city or town have power, under the laws of this Commonwealth, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school." (8 Cush. 160.)

The rule seems to be this: the committees have power to protect the schools from the presence of any one whose influence would be injurious to the whole, and subversive of the purposes manifestly contemplated by their establishment.

## CHAPTER 42.

### OF THE EMPLOYMENT OF CHILDREN AND REGULATIONS RESPECTING THEM.

#### SECTION

1. Children under fifteen, who have not attended school, &c., not to be employed in manufactory, unless, &c.
2. Penalty, school committee to prosecute.
3. Children under twelve not to be employed more than ten hours a day. Penalty.
4. Cities and towns may make by-laws respecting habitual truants, &c. Fines.

#### SECTION

5. Cities and towns shall appoint persons to prosecute for violations of by-laws.
6. Minor convicted may be committed, &c.
7. On non-payment of fine, may be committed. How discharged.
8. Warrants where returnable. Compensation.

SECTION 1. Children of the age of twelve years and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing establishment, unless within twelve months next preceding the term of such employment they have attended some public or private day school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks, and unless they shall attend such a school for a like period during each twelve months of such employment. Children under twelve years of age, having resided in this State for a like period, shall not be so employed unless they have attended a like school for the term of eighteen weeks within twelve months next preceding their employment, and a like term during each twelve months of such employment.

Certain children not to be employed in manufactory, unless, &c.  
1833, 245, § 1.  
1849, 220, § 1.  
1855, 379.  
1858, 83, § 1.

SECT. 2. The owner, agent, or superintendent, of a manufacturing establishment, who employs a child in violation of the provisions of the preceding section, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of the public schools in the city or town where such establishment is situated; and the school committees in the several cities and towns shall prosecute for all such forfeitures.

Penalty.  
School committee to prosecute.  
1842, 60, § 1.  
1849, 220, § 3.  
1858, 83, § 2.

Children under 12 not to be employed more than ten hours a day. Penalty. 1842, 60, §§ 3, 4. 9 Met. 562.

SECT. 3. No child under the age of twelve years shall be employed in any manufacturing establishment more than ten hours in one day; and the owner, agent, or superintendent, who knowingly employs such child for a greater number of hours, shall forfeit the sum of fifty dollars for each offence, to the use of the person prosecuting therefor.

By-laws respecting habitual truants, &c. Fines. 1850, 294, § 1. 1854, 88, § 6. 1859, 193. See § 6.

SECT. 4. Each city and town may make all needful provisions and arrangements concerning habitual truants, and children not attending school, or without any regular and lawful occupation, or growing up in ignorance, between the ages of five and sixteen years; and also all such by-laws respecting such children, as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws suitable penalties, not exceeding twenty dollars for any one breach: *provided*, that said by-laws shall be approved by the superior court of the county.

— violations of, how to be prosecuted. 1850, 294, § 2.

SECT. 5. The several cities and towns availing themselves of the provisions of the preceding section, shall appoint at the annual meetings of such towns, or annually by the mayor and aldermen of such cities, three or more persons, who alone shall be authorized, in case of violation of such by-laws, to make the complaint and carry into execution the judgments thereon.

Minor convicted may be committed, &c. 1852, 283, § 1. 1854, 88, § 3.

SECT. 6. A minor convicted under such by-law of being an habitual truant, or of not attending school, or of being without regular and lawful occupation, or growing up in ignorance, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in section four, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose under authority of section four, for such time, not exceeding two years, as such justice or court may determine.

On non-payment of fine, may be committed. How discharged. 1852, 283, §§ 2, 3. 1854, 88, §§ 3, 4. See Ch. 180.

SECT. 7. A minor convicted of either of said offences and sentenced to pay a fine, may, in default of payment thereof, be committed to such institution of instruction, house of reformation, or suitable situation provided as aforesaid. And upon proof that the minor is unable to pay the fine, and has no parent, guardian, or person chargeable with his support, able to pay the same, he may be discharged by such justice or court, whenever it is deemed expedient, or he may be discharged in the manner poor convicts may be discharged from imprisonment for non-payment of fine and costs.

Warrants, where returnable. Compensation. 1854, 88.

SECT. 8. Warrants issued under this chapter shall be returnable before any trial justice or judge of a police court, at the place named in the warrant; and the justice or judge shall receive such compensation as the city or town determines.

The provisions of this chapter are plain, and the courts have not been called upon frequently to construe them. I cannot

omit, however, to express the opinion that there are two important defects in the first section. Private schools are recognized as a substitute for the public schools, and this, too, in regard to a class of pupils who most need the training that the public schools usually give.

The children employed in manufacturing establishments have not the advantages, generally, of efficient and enlightened domestic culture. Experience has shown that the private schools established in manufacturing towns for the reception of children employed in the mills, have usually been sectarian in character, and far below the average of the public schools in their ability to impress on the minds of children and youth committed to their care "those virtues which are the ornament of human society, and the basis upon which a republican constitution is founded." It is necessary that the teachers of the private schools, in order that the children may obtain employment, should have received the approval of the school committee. The examination by the committee is a voluntary service, and may be declined or performed, and in any event, it is their duty to reject all applicants whom they would not approve for the public schools. It may well be considered, also, whether the term should not be extended from eleven to fourteen or fifteen weeks, for children over twelve years of age, and to twenty or twenty-four weeks for those under twelve. The law requires every town to maintain each of its schools for a term or terms amounting in all to twenty-four weeks in each year, and why should this be, if children may with safety be limited to eighteen or eleven weeks?

The penalties prescribed in the second and third sections cannot be enforced against a *corporation* that may be engaged in manufacturing, but against the *agent* or *superintendent* of a *corporation*, and against the *owner* of a private mill. (9 Met. 562.)

The remaining sections relate to truancy, which is the great evil of our schools. The duties required of towns and committees should be faithfully performed.

Having thus considered those chapters of the General Statutes that relate specially to the schools, it seems proper to give some account of the various institutions, which, though not strictly educational, are yet in some degree auxiliary to, or connected with our system of public instruction.

The Normal Schools, the Museum of Comparative Zoölogy, at Cambridge, Public Libraries, State Reform School for Boys, Industrial School for Girls, Schools for Idiots, for the Blind, and for the Deaf and Dumb, are aids and encouragements to universal education.

“STATE NORMAL SCHOOLS.—One of the most efficient agencies for improving not only the common Schools, but all the schools in the State, has been the State Normal schools.

“In a communication made by the Secretary of the Board of Education to the legislature, dated March 12, 1838, it was stated that private munificence had placed at his disposal the sum of ten thousand dollars,\* to be expended, under the direction of the Board of Education, for qualifying teachers for our common schools, on condition that the legislature would place in the hands of the Board an equal sum, to be expended for the same purpose.

“On the 19th day of April of the same year, resolves were passed, accepting the proposition, and authorizing the governor, with the advice and consent of the council, to draw his warrant upon the treasurer for the sum of ten thousand dollars, to be placed at the disposal of the Board for the purpose specified in the communication made by the secretary.”—*Tenth Annual Report*, p. 128.

Upon the passage of the Resolves of 1838, and after mature deliberation, the Board decided to establish three Normal Schools,—one at Lexington, one at Barre, and one at Bridgewater. The first Normal School of the State and of the country, was opened at Lexington, in the county of Middlesex, with three pupils only, on the 3d day of July, 1839. This school was removed to West Newton, in September, 1844, and in 1853, it was removed to Framingham, where ample accommodations have been furnished by the joint contributions of the State, the citizens of Framingham, and the proprietors of the Boston and Worcester Railroad.

The second Normal School was opened at Barre, in the county of Worcester, on the 4th day of September, 1839.

This school has since been removed to Westfield, in the county of Hampden, where it enjoys an unusual and undisturbed prosperity.

\* It has since been ascertained that the benefactor was Hon. EDMUND DWIGHT, who, through a long life, and on many occasions contributed liberally to the support of institutions of learning and reformation.

The third school was opened at Bridgewater, on the 9th day of September, 1840. The support given to this school has been generous and constant, and it has contributed its full share to the improvements that have been made in methods of teaching during the last twenty years.

Resolves to establish a State Normal School in the county of Essex, were passed April 16, 1853. The Board of Education, at their meeting, held on Thursday, June 2, 1853, decided to establish the same in Salem. The city of Salem furnished the site formerly occupied for the registry of deeds, on Summer, corner of Broad Street, erected thereupon a brick building, two stories high, sixty-seven feet square, and furnished the same to the acceptance of the Board, and received therefor the sum of six thousand dollars, appropriated by the legislature for that purpose. The total expenditure was eighteen thousand and five hundred dollars.

The prosperity of this school has been such as to render an enlargement of the building necessary; and in 1860, an appropriation by the State, and a gift of one thousand dollars from an unknown donor, secured the essential additions.

The schools at Framingham and Salem, are devoted to the education of young women; while those at Westfield and Bridgewater admit young persons of both sexes.

Candidates are subjected to an examination in the branches usually taught in the public schools; and as the specific object of the Normal School is to teach the science and art of teaching, it has been the policy of the Board of Education to steadily raise the standard by which candidates for admission are judged. It is hoped that the time may come when candidates will possess a good knowledge of the branches required, and when they will need instruction in the art of teaching only.

Young women are admitted at the age of sixteen, and young men at the age of seventeen years. Every candidate is required to give assurances of a purpose to teach in the public schools of the State. Tuition is free.

The State appropriates a thousand dollars a year to each school, or four thousand dollars in all, for the aid of pupils whose means are inadequate, and for the purpose of equalizing the expense of attendance.

The teachers of the several Normal Schools are appointed by the Board of Education.

Each school is under the management of a committee of visitors selected by the Board of Education, from its own members.

The course of study prescribed requires an attendance of a year and a half. There are two terms each year, and there are, consequently, three classes of pupils in each school.

There is also, generally, an advanced class of pupils who remain from two to three years. Often pupils return and pursue the advanced course of study after an experience of one or two years in the business of teaching.

The Act, incorporating the Trustees of the Museum of Comparative Zoölogy, was passed on the 6th day of April, 1859, and is in the following words:—

AN ACT to incorporate the Trustees of the Museum of Comparative Zoölogy.

*Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:—*

Members of the  
corporation.  
Powers.

SECTION 1. The governor, the lieutenant-governor, the president of the senate, the speaker of the house of representatives, the secretary of the board of education, the chief justice of the highest judicial court, *ex-officiis*, and Louis Agassiz and William Gray, together with Jacob Bigelow, James Walker, George Ticknor, Nathaniel Thayer, Samuel Hooper, Samuel G. Ward and James Lawrence, and their successors, are hereby made a body politic and corporate, by the name of the "Trustees of the Museum of Comparative Zoölogy," with all the powers and privileges set forth in the forty-fourth chapter of the Revised Statutes, so far as the same are applicable to the purposes for which said corporation is established as hereinafter mentioned, and not inconsistent with the provisions of the act.

May hold real  
and personal  
estate.  
Fifty thousand  
dollars given by  
William Gray,  
&c.

SECT. 2. Said corporation may receive, hold, purchase and possess real and personal property not exceeding three hundred thousand dollars in value, to be used and improved for the erection, support and maintenance of a Museum of Comparative Zoölogy at Cambridge, in this Commonwealth; and the sum of fifty thousand dollars, heretofore contributed in aid of the Museum of Comparative Zoölogy by William Gray, shall be deemed to be part of the sum required to be raised by private subscription for the said Museum, as a condition precedent to the payment by the Commonwealth to said trustees, of any part of the avails of the sales of land in the Back Bay.

Vacancies, how  
filled.

SECT. 3. The places of Louis Agassiz and William Gray, whenever the same or either of them shall become vacant by death, resignation or otherwise, shall be filled by a concurrent

vote of the senate and house of representatives, and the same course shall be afterwards adopted when the place of the successor of either of them shall become vacant; but any vacancy occasioned by the death, resignation or otherwise, of any of the other persons named in this act, (except the members designated *ex-officiis*.) or of the successors of such persons, shall be filled by election by the whole Board of Trustees, at meetings specially called for that purpose.

SECT. 4. The said trustees shall arrange, so far as may be done consistently with the interests of the institution, for the distribution of duplicate specimens, by exchange or otherwise, among other colleges and institutions of learning in this Commonwealth and elsewhere. And the Museum belonging to said trustees shall, at all reasonable times, and under reasonable regulations, be kept open to the public free of charge.

SECT. 5. This act shall take effect from and after its passage.

The legislature had already, by an Act passed on the 2d of April, 1859, appropriated the sum of one hundred thousand dollars from "the avails of the sales of lands belonging to the Commonwealth, in the Back Bay," to such persons as might be incorporated as the "Trustees of the Museum of Comparative Zoölogy."

The existence of the Museum at this time is due to a gift made by Mr. William Gray, in conformity to a request contained in the will of his uncle, the late Francis C. Gray. The circumstances of this gift are fully explained in a letter written by Mr. William Gray to the president and fellows of Harvard College, and dated at Boston, on the 20th of December, 1858.

My uncle, Francis C. Gray, at the time of executing his last will, by which he made me his residuary legatee, addressed to me a letter with these clauses:—

"After providing fully for all the bequests in my will, including that to yourself, if there shall remain, two years after my death, a surplus beyond every thing given in my will as above, then I wish you would out of that surplus, and not otherwise, give to Harvard College, or to such other institution as you see fit, my collection of Engravings, with all books relating to that subject, including Rossellini, Audubon, and Wilson, &c., together with sixteen thousand dollars; of which one thousand and the income are to be appropriated in the first place to keeping the same in order, and to publishing a catalogue of the same as I leave it.

“And also give out of such surplus only, to Harvard College, or such other institution as you see fit, the further sum of fifty thousand dollars; the income to be applied to establishing and maintaining a Museum of Comparative Zoölogy; not to be appended to any other department; but to be under the charge of an independent Faculty, responsible only to the Corporation and Overseers. No part of said income is to be expended for real estate or for the payment of salaries.”

He also desires me to impose such conditions and restrictions on these donations as I may see fit. The two years mentioned in his letter will expire on the twenty-ninth day of December current.

I have already presented the collection of Engravings to the College, and in another letter of this date, I placed at its disposal the Fund designated in the first of the clauses cited in this communication.

In compliance with my uncle's request, I offered to give to Harvard College, on the twenty-ninth day of December current, the sum of fifty thousand dollars on these conditions:—

First. That the same be kept as a separate and distinct fund, and invested from time to time at the discretion of the Corporation, provided that no part thereof shall ever be invested in real estate, or in the shares or stock of any incorporated or joint stock company.

Second. No part of the income of said fund shall ever be expended for real estate, or the payment of salaries.

Third. The income is not to be subject to any charges of any nature, but the whole amount derived from the fund is to be applied to establishing and maintaining a Museum of Comparative Zoölogy at Harvard College.

Fourth. Neither the collections nor any buildings which may contain the same shall ever be designated by any other name than the Museum of Comparative Zoölogy at Harvard College.

Fifth. The Museum shall never be appended to any other department, but is to be under the charge of an independent Faculty, responsible only to the Corporation and Overseers.

Sixth. The President of the College shall be the President of the Faculty, which shall be composed of four members besides the President. In case of vacancy in their number, other than that of President, the Faculty shall from time to time nominate to the Corporation persons to fill such vacancies; and, if confirmed by the Corporation, such persons are to become members of the Faculty; if rejected, new nominations shall be made by the Faculty to the Corporation.

Seventh. The Faculty are not to be at liberty to expend any part of the income of the fund, unless previously placed at their disposal by the Corporation.

Eighth. The first Faculty shall consist of Rev. Dr. James Walker, President of the College; Professor Louis Agassiz, Director of the



Museum; Dr. Jacob Bigelow, Professor Oliver Wendell Holmes, and Professor Jeffries Wyman.

Ninth. In case of the loss of any part of the fund, so much of the income as may be requisite for this purpose shall be retained to make good such loss, provided that not more than one-half of the income shall be so retained in any one year.

Tenth. That the Corporation enter this donation with its conditions upon their records, and vote to accept the same.

Upon receiving an attested copy of the record, I will complete the gift at the time indicated. I am, very respectfully yours,

WM. GRAY.

This gift was accepted and the conditions ratified by the Corporation, and by the Board of Overseers of Harvard College.

During the winter of 1858-9, a subscription of \$71,125 was made by the inhabitants of Boston and vicinity, for purposes connected with the Museum, and on the 30th day of April, 1859, the treasurer of the subscribers was directed by their committee to pay the said sum to the "Trustees of the Museum of Comparative Zoölogy," to be held by them in trust for the following purposes:—  
*"First*, for the erection of a fire-proof building in Cambridge, suitable to receive, to protect, and to exhibit advantageously and freely to all comers, at all proper times and under reasonable conditions, the collection of objects in Natural Science, brought together by Professor Louis Agassiz, with such additions as may hereafter be made to it; and *Second*, for such other purposes, as in the judgment of the same committee, and under such conditions as they may prescribe, will best promote the study and advancement of the science which this collection is intended to teach and illustrate."

The funds, thus obtained, being deemed sufficient to justify the commencement of the work, the Trustees entered into an agreement with the President and Fellows of Harvard College, of which the following is a copy :

#### ARTICLES OF AGREEMENT

*Made and executed at Boston, in the County of Suffolk, and Commonwealth of Massachusetts, on the fourteenth day of June, in the year of our Lord one thousand eight hundred and fifty-nine, by and between the Trustees of the Museum of Comparative Zoölogy, on the one part, and the President and Fellows of Harvard College, on the other part:—*

Whereas, Louis Agassiz, Lawrence Professor of Zoölogy and Geology in the Scientific School of Harvard University, has made a valuable collection of objects of Natural History, classified and arranged in such a manner

as to illustrate and teach the principles of the science of Zoö'logy, upon a systematic plan, which collection is at present contained in a perishable, wooden building belonging to the said College :

*And whereas*, a fund of fifty thousand dollars has been already given to the President and Fellows of Harvard College by William Gray, in compliance with the request and from the estate of Francis C. Gray, late of said Boston, deceased, in trust to preserve the same as a separate fund, and to appropriate the income thereof to the establishment and maintenance of a Museum of Comparative Zoölogy at Harvard College, but no part of the same to be appropriated to the payment of salaries or to the purchase of real estate, which donation was made and accepted on a condition that the said Museum be arranged and conducted under the superintendence of a body of five persons to be denominated the Faculty of the Museum of Comparative Zoölogy, and constituted as follows, to wit :—

The President of the University for the time being to constitute the head, the four other members, being men conversant with this department of science, having in the first instance been nominated by the donor of said fund, and approved by the said President and Fellows, and thus said Faculty being already organized and established; but constituted with this further provision, that whenever a vacancy, other than that of the President, shall occur in said Faculty, it shall be the duty of the remaining members to nominate a person of suitable qualifications to supply the vacancy, and notify such nomination to the President and Fellows, and on being approved by them, such person to become a member of said Faculty, with the rights and powers incident thereto ;

*And whereas*, the funds and means of the said President and Fellows, at their disposal for this purpose, are inadequate to accomplish the object contemplated, and a strong desire has been expressed by the friends of science that increased means may be speedily afforded, not only for the security and preservation of the collection already made, but also for the establishment of the said Museum on a permanent foundation, that it may be enlarged and made as far as practicable complete, so as to extend and render more exact the knowledge of this department of Natural History upon scientific principles, and in pursuance thereof, the legislature of the Commonwealth did, at their last session, make an appropriation of one hundred thousand dollars, which may soon be available for the erection, support and maintenance of a Museum of Comparative Zoölogy at Cambridge, upon a condition, however, that a like amount shall have been obtained, by private subscription, in aid of such institution, and did, at the same session, incorporate a Board of fifteen Trustees, by an Act entitled “An Act to incorporate the Trustees of the Museum of Comparative Zoölogy,” by which last Act it is provided, that the sum of fifty thousand dollars theretofore contributed in aid of the Museum of Comparative

Zoölogy by William Gray, shall be deemed to be a part of the sum required to be raised by private subscription for the said Museum, as a condition precedent to the payment, by the Commonwealth, to said Trustees, of any part of the sum then granted ;

*And whereas*, more than fifty thousand dollars, to wit, a sum amounting at present to about seventy thousand dollars, making, together with the donation of said William Gray, more than one hundred thousand dollars, have been subscribed and raised by private persons, and by them ordered to be paid to the said Trustees thus incorporated, to be appropriated and applied to the same objects with the sum appropriated by the State, so that the said condition has been complied with ;

*And whereas*, it is deemed desirable by all parties interested in this object, that all the means placed under the control of either Corporation, the Trustees of the Museum, or the President and Fellows of the College, shall be devoted in such time and manner as they are needed and can be beneficially applied to the advancement of the common object, and for this end that a suitable building be erected as speedily as practicable for the preservation of the collections already made, and of those which may be made, upon a plan capable of being enlarged and extended, as the increased collections of the said institution may from time to time require ; and the said trustees being ready and willing to apply a sufficient portion of the fund under their control to the erection of a suitable building adapted to the present wants of the institution, on receiving the conveyance of a lot of land properly situated and adapted to meet such present wants, and capable of admitting such future extension and enlargement, and desirous, in furtherance of the objects of their incorporation and in the execution of their trust, to make such arrangements and contracts as shall secure to such institution the resources of the University for education and the advancement of science ;

*And whereas*, a parcel of land conveniently situated, and now the property of the College, has been examined, surveyed, and selected as a place suitable for the erection of buildings for the said Museum, for all the uses and purposes for which the same is intended, and the said President and Fellows of Harvard College, desirous, as far as it may be consistent with their powers, and the trusts reposed in them, to promote and advance the establishment, increase, and beneficial use of said Museum, as an institution well adapted to foster the interests of education, and to advance an important branch of science, and to promote the love and knowledge of it in the community, are ready and willing to convey the legal title to said lot of land, and also their interest in the collection already made, and all additions to be made thereto hereafter, upon a nominal consideration, to the said Trustees, provided the same be thus conveyed to said Trustees and their successors, in fee, upon strict trust and confidence that the said estate and

collections shall be used and improved solely and exclusively for the erection of buildings, the maintenance, improvement, and extension of the same, and for the establishment and maintenance of such Museum to be used, occupied, governed and managed in strict conformity to the Rules and Regulations hereby adopted by both said Corporations ;

*And whereas*, the said Trustees are ready and willing to accept and receive a conveyance in fee of the said parcel of land, upon the conditions and trusts specified, and thereupon to proceed as soon as may be to the commencement of buildings thereon for the purposes specified :—

Now, therefore, the Trustees of the Museum of Comparative Zoölogy, and the President and Fellows of Harvard College, for themselves and their respective successors, do hereby mutually agree to unite the means with which they have been or may hereafter be respectfully intrusted for that purpose, for the establishment, maintenance, and practical usefulness of the Museum of Comparative Zoölogy at Cambridge, and do hereby agree upon and establish the following Rules and Regulations for the government, occupation, care and management of the said institution.

1. Each Corporation shall retain and manage the funds now held, or which may hereafter be held by it, according to the trusts on which the same have been or may be given.

2. The property in the Museum, land, buildings, furniture and collections, present and future, shall be vested in said Trustees, in trust, to hold the same for the uses declared by these Articles of Agreement, and for such uses as may hereafter be declared as hereinafter provided.

3. Each Corporation shall retain the power to appropriate from the funds under its control such sums as it may deem expedient.

4. The duty and power of erecting buildings from funds appropriated and set apart for that purpose, and of adding to and extending the same hereafter, as funds shall be appropriated for that purpose, upon plans which shall render such buildings part of a complete and harmonious whole; and the duty of taking care of said buildings, and causing them to be kept in repair, shall devolve upon and vest in said Trustees.

5. The Director of the Museum of Comparative Zoölogy, an officer appointed or to be appointed by said Trustees, shall make arrangements, under the supervision of the Faculty aforesaid, for the reception of visitors, either upon special or general invitation, and of the public at large, at suitable times and under suitable regulations, to visit and examine the Museum; and such arrangements shall be made with a view to secure to the public the freest enjoyment of, and access to the Museum, consistent with its use for scientific and educational purposes.

6. The Lawrence Professor of Zoölogy in the Scientific School of Harvard University, or the officer, charged with the instruction in that depart-

ment of science for the time being, shall be the Curator and scientific head of the Museum, subject to the control and regulation of the Faculty of the Museum herein before mentioned, in whom the power to determine the use of the Museum for scientific and educational purposes, either by general regulations or by specific orders, is ultimately vested; and the compensation paid to such Curator as Professor in the Lawrence Scientific School shall be regarded as full compensation for instructions given and services rendered in the Museum, until further provision is made therefor.

7. It shall be the duty of such Curator, under the like direction and control of the Faculty of the Museum aforesaid, when funds shall have been appropriated and placed at the disposal of the said Faculty by either of the Corporations for the purpose, to make purchases of such articles as shall be necessary and suitable for the increase of said Museum in any of its departments, and to direct all necessary expenses for the transportation and other charges incident to their acquisition, and all necessary expenses for vessels and materials incident to the preservation and exhibition of such articles, and to have the entire charge and control of the classification and scientific arrangement of them.

8. Whenever it shall become necessary to employ any assistant or assistants to the Curator aforesaid, for the preparation, arrangement, classification, or scientific or educational use of the collections in the Museum, and any funds for the compensation of such assistants shall have been appropriated by either Corporation, and placed at the disposal of the Faculty of the Museum for that purpose, such assistants shall be appointed and employed by the Faculty, or under their direction, in such manner as they shall prescribe.

9. It shall be the duty of the Curator, under the control and direction of the Faculty of the Museum, to fix suitable times, and also suitable places within the Museum, to give lectures and instruction to regular classes of students under his care, to classes of teachers of the Public schools, and to classes of pupils in the Normal schools, in the Commonwealth, and to such special class of students and persons desirous of availing themselves of his instructions and of the advantages of the Museum, as he may receive or invite for those purposes.

10. No person officially connected with the Museum shall be permitted to make any private collection, or to trade in specimens of Natural History, except for the Museum.

11. Whenever the office of Director of the Museum established by the Trustees, and that of Curator of the Museum as herein before defined, shall be held by different persons, the Faculty of the Museum shall, subject to these articles, and such other articles as may be adopted by both Corporations as hereinafter provided, define the relative duties of the incumbents, and superintend their execution.

12. These Rules and Regulations mutually agreed on and adopted by the parties shall not be repealed or altered, except by a formal agreement between the parties, or by a concurrent vote passed by each Corporation specifying such repeal or alteration, and entered upon the records of both said Corporations.

In testimony whereof, the said parties have hereto affixed their respective seals, under the hands of their respective Presidents, on the day and in the year first above written.

*The President and Fellows of Harvard College,* [L. S.]

By JAMES WALKER, *President.*

*The Trustees of the Museum of Comparative Zoölogy,* [L. S.]

By NATH'L P. BANKS, *President.*

In presence of  
EDWARD S. RAND.  
WM. GRAY, Jr.

The building for the Museum was erected at Cambridge, upon land given by the College, and the inauguration took place on the 13th November, 1860.

In October, 1859, Professor Agassiz made a donation to the Museum, of his large collections. These collections had been gathered at a cost of ten thousand dollars, excluding all estimates of time and travelling expenses. Numerous and valuable additions have also been made by scientific and public spirited persons in this and other countries; and the Museum already ranks as the ninth or tenth in the world, if measured by the extent of its collections, and it is probably the first, if judged by the system of arrangement that has been adopted.

An extract from the report of Prof. Agassiz, for 1860, shows the increase of the Museum, and the nature of the advantages which are derived from it:—

“During the past year not less than 91,000 specimens, representing 10,884 species, have been added to the Museum, and this number is probably to be increased when the packages only partially examined shall have received the proper attention. This is certainly a great result, the importance of which may be appreciated if I state that less than a century ago, when Linnæus published the twelfth edition of his *Systema Naturæ*, the whole number of animals then known by him from all parts of the world did not amount to 8,000.

"Considered as an educational institution the Museum has yielded all that could be expected of it. Since the day of the inauguration, when it was opened to the public, we have had large numbers of visitors, and I confess I have been surprised to see how large a portion of them are evidently examining the specimens with interest and intelligence, and not vaguely gazing at the cases. I have often wished on this account that it were possible on certain days at least, to direct the attention of visitors to the most instructive part of the collection and to give them some guidance and information. The want of a systematic catalogue for this purpose begins to be heavily felt. But what cannot be done for casual visitors is done for the regular students who attend the course of lectures delivered in the Museum. These lectures are of two kinds, those for the students of the Zoölogical department of the Scientific School, and those open to the under-graduates of Harvard College and to teachers of the State. It is very gratifying to me to be able to report that the latter class of hearers has been unexpectedly large, an average of one hundred and twenty teachers of both sexes having been present at the course on Geology, just concluded.

"The other part of my instruction is given exclusively to the students of the Scientific School, who devote themselves especially to the study of Natural History. The attendance is of course limited in numbers, fourteen students having been present during the past year. But the usefulness of the establishment is undoubtedly extending in the right direction. As evidence of this I would only mention the fact that professors from other colleges annually attend our courses."

It is a gratifying circumstance that so many teachers have attended the lectures of Professor Agassiz, and it is to be hoped that this institution, for which we are indebted so largely to his personal services and sacrifices, may be the means of "spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people."

[From the General Statutes.]

## CHAPTER 33.

### OF PUBLIC LIBRARIES.

#### TOWN AND CITY LIBRARIES.

SECT. 8. Each town and city may establish and maintain a public library therein, with or without branches, for the use of the inhabitants thereof, and provide suitable rooms therefor, under such regulations for its government as may from time to time be prescribed by the inhabitants of the town, or the city council.

Towns and cities may establish libraries. 1851, 305, § 1.

—may appropriate money and receive devises, &c., for that purpose. 1851, 305, §§ 2, 3. 1859, 25.

SECT. 9. Any town or city may appropriate money for suitable buildings or rooms, and for the foundation of such library a sum not exceeding one dollar for each of its ratable polls in the year next preceding that in which such appropriation is made; may also appropriate annually, for the maintenance and increase thereof, a sum not exceeding fifty cents for each of its ratable polls in the year next preceding that in which such appropriation is made, and may receive, hold, and manage, any devise bequest, or donation, for the establishment, increase, or maintenance, of a public library within the same.

In the year 1851 the legislature authorized the establishment of free public libraries at the public expense. There were at that time, as far as known, but seven such libraries in the Commonwealth, while now we have returns from forty-five public libraries, containing 201,706 volumes, and receiving annual additions of not less than 22,000 volumes. From these libraries more than 500,000 volumes are annually taken. There are also libraries from which no returns have been received. When it is considered that these libraries are in addition to numerous private libraries, to those of the colleges, of professional schools, to those supported by the professions, and by societies and clubs of various sorts, we may safely make the most favorable inferences touching the character of our people in this particular. It is also the uniform testimony of booksellers and publishers that the taste of the people has been materially improved within ten years, and that the proportion of frivolous and pernicious works published is perceptibly less than formerly. These are cheering indications, and justify the wisdom of the high school and the library as parts of our system of education. The power to read is a great power, and when we provide for its universal development, how important is it to furnish proper nutriment, by the establishment of public libraries?

The following table is prepared from returns made in July last:—



*Public Libraries in Massachusetts.*

T O W N S .	When estab- lished.	Number of volumes.	Annual Addi- tions.	No. of vols. annually de- livered.
Boston, . . . . .	1852	85,032*	6,989†	149,468
Milford, . . . . .	1858	2,320	300	16,000
Harvard, . . . . .	1855	585	None.	500
Westborough, . . . . .	1858	662	100	3,000
Concord, . . . . .	1852	3,007	200	3,500
Attleboro', . . . . .	1859	450	100	1,200
Winchendon, . . . . .	1848	850	150	1,200
Newburyport, . . . . .	1855	9,478	300	9,478
Lunenburg, . . . . .	1851	762	60	2,600
Lowell, . . . . .	1844	12,279	600	42,550
Groton, . . . . .	1854	1,045	200	3,223
Framingham, . . . . .	1855	3,150	200	10,500
Bolton, . . . . .	1858	700	60	600
Medford, . . . . .	1856	2,300	225	12,000
Brookline, . . . . .	1857	4,700	1,260	10,500
Barre, . . . . .	1857	500	30	2,600
Brewster, . . . . .	1852	560	30	1,000
Westford, . . . . .	1859	1,008	30	2,400
Danvers, . . . . .	1857	3,032	130	11,180
Fitchburg, . . . . .	1859	4,500	1,000	27,500
Springfield, . . . . .	1860	5,600	4,000	22,000
Salisbury, . . . . .	1856	1,500	100	4,500
Winchester, . . . . .	1859	1,155	200	4,460
Chicopee, . . . . .	1853	2,000	120	12,000
Cambridge, . . . . .	1858	2,000	250	6,500
Georgetown, . . . . .	1859	600	100	1,300
Ashfield, . . . . .	1815	700	20	650
Fall River, . . . . .	1860	3,000	—	—
Orange, . . . . .	1859	400	100	10,400
Stoneham, . . . . .	1859	1,738	268	5,000
Millbury, . . . . .	1849	700	40	860
Weston, . . . . .	1857	1,800	150	7,800
North Adams, (two)	1859	1,100	400	4,000
Woburn, . . . . .	1855	2,900	250	13,726
South Reading, . . . . .	1856	2,000	200	11,000
Lenox, . . . . .	1855	1,500	100	4,000
Deerfield, . . . . .	1802	1,500	40	1,200
Swampscott, . . . . .	1853	600	50	600
Leominster, . . . . .	1856	1,000	100	6,240
Wayland, . . . . .	1850	3,016	—	1,832
New Bedford, . . . . .	1852	15,000	1,500	25,000
Worcester, . . . . .	1860	12,500	2,000	51,000
West Cambridge, . . . . .	1835	1,872	100	4,500
Burlington, . . . . .	1856	605	50	1,090
		201,706	22,102	510,657

\* And 20,707 pamphlets.

† And 1,452 pamphlets.

I have selected from the reports of various towns such extracts as seem calculated to set forth the advantages of Public Libraries. They are as follows:—

BOSTON.

The reading room of periodicals has been open daily from nine o'clock in the morning to ten o'clock at night. Its tables are supplied with 140 of the best journals of the world. It has had visitors at all hours of the day. More than 200 books for general reference, such as encyclopædias, dictionaries, gazetteers, &c., are placed in this room, where they can be consulted without applying to an attendant. The room is used, not only for reading the periodicals, but for the reading and study of books borrowed from the library, and is much resorted to for that purpose. Not unfrequently half of its hundred chairs have been occupied at the same time. If this were the only benefit of the institution, instead of one among many, the influence upon the intellectual and moral condition of the city would be worth all it has cost.

A library so public as this, is not only in accordance with the spirit of our free institutions, it is one of the noblest exemplifications of their tendencies, and among the brightest pledges of their perpetuity. It is a gospel of mental culture to the poor, and of that universal enlightenment, which is one of the conditions of existence for rational liberty. Within these halls, the poorest boy in Boston, if he have but the native gifts and the resolution, may make himself the peer of those most illustrious for learning and usefulness, and that too, with the use only of what belongs to him. No fear of intrusion need abridge the hours of study—no feeling that he is the recipient of patronage, oppress his manhood. This library is the property of the people, and for the use of the people.

The greatest benefactor of the institution has recorded, as many others have felt, an early need of such resources. It was his desire to provide for like wants on the part of others. Through the whole progress of this enterprise, it deserves to be recorded, that this institution for the whole people has met constant, active and substantial favor and support, not simply in gifts, but in zealous labors for its establishment, from that class of our fellow citizens, who being abundantly able to procure for themselves and their families all the books they need, lacked all mere selfish motives for founding a library like this.

MILFORD.

In regard to our views of the utility of the library, we will submit,—that it is always hard to measure the effects of an educational institution,—especially of one with so brief a history as our library has, upon the character, intellectual and moral, of a community, yet we think we observe a

change for the better in the social condition of the people. Our schools are better supported and attended—many varieties of what are popularly called amusements, are patronized and participated in to less extent than formerly—such as performances of strolling bands of stage players, circuses, and dancing. Now, allowing for the improvement in taste and general sense of refinement incident to communication with others, through the press and by means of trade, we think the establishment of the library, and the use made of its books, has done somewhat in aid of this noticeable improvement of condition in our people. This we know—that the time, regularly in many instances, now spent in reading books taken from the library, was once, to a great degree, passed on the street, or at some place of amusement of a questionable character. This must be a gain in the right direction—whether we can measure the extent of it or not. We are of the opinion that the utility of the library is being demonstrated day by day to the satisfaction of our people, and they vote the annual appropriations for its support and increase as cheerfully as they do the appropriations for schools.

The library is organized upon a basis so broad and free that every person of the town, who can read, comes within range of its advantages. And yet, in the administration of its affairs in strict accordance with rules and regulations, nothing has transpired to shake the confidence of the community in the wisdom of the plan, and losses of books have not occurred, disproportionate to those in private libraries.

There are no evils, to mention, in connection with the library.

#### WESTBOROUGH.

You will perceive that ours is but recently established. About three hundred volumes, belonging to a Mechanics' Library, were transferred to the town on the establishment of a public library.

Our reports have been very brief and informal.

I am not aware of any evils connected with the existence of the library. In regard to its utility, I think there is but one impression among our people. The annual appropriation has been cheerfully voted. The filling of the blank will show that our citizens avail themselves liberally of the advantages which the library offers. I think the books are judiciously selected. The management of the library is intrusted to three trustees, chosen by the town at its annual meeting in March. With the exception of the works of Scott and Cooper, it does not contain a large number of works of fiction, but is mostly made up of history, travels, and general literature. We have purchased the new Encyclopædia, so far as issued. The works of Prescott, Bancroft, Irving, and Motley, a large number of valuable biographies, and a copious selection from De Quincey's writings, with a considerable number of humorous works, and a good selection of poetry, enrich our shelves.

## CONCORD.

The beginning of this library was a Social Library belonging to proprietors, which was transferred to the town in 1852, on condition that they should annually expend as much for its increase as the law would allow. It has quadrupled in size since then, and is already an institution that offers great advantages without any evils.

## WINCHENDON.

1. Libraries may be a public blessing or a nuisance. This depends on the kind of books they contain. If immoral works, and those which undermine the foundations of true religion, are admitted, the library will prove a curse.

2. Libraries—except those in large cities and at universities—cannot contain every thing. *Professional* books must be excluded. *Sabbath school* literature must be provided elsewhere. *Sectarian* works are out of place. For the same reason *infidel* works are inadmissible. These various classes of books should be circulated by those who value them, if circulated at all. If admitted into a town or village library, division will be the result.

3. It is a good rule that no volume should be bought or received as a gift, unless it is approved by *all* the members of the library committee.

4. The library should be comprehensive, and so begun that it can grow by degrees in all its departments. It should include history, biography, poetry, travels, voyages, essays, speeches, letters, choice juvenile books, and the best works of imagination in prose. Scott, Cooper, Breckden Brown, Goldsmith, &c., &c., are safe. So are some of the works of Bulwer, Dickens, &c. Of Irving and Thackeray, every page.

5. There should be a wise liberality in relation to religion. For example, the writings of Hugh Miller should not be excluded, on the one hand, nor those of John Adams on the other. Humboldt, Agassiz, Guizot, and Hitchcock, can be joined together.

## LOWELL.

The Directors congratulate the City Council and themselves, that this institution, as evident by the facts stated in this report, is in a more flourishing condition than at any previous period of its history. Its agency for good is incalculable. Its operation is a silent, but most potent check upon the deterioration of public morals in our city. Let us hope, that under the liberal aid and fostering care of successive city councils and boards of directors, it may from year to year extend and deepen the circle of its good influences.

## FRAMINGHAM.

I am happy to answer the questions contained in your circular, and to speak briefly of our public library. It was established in 1855, by a grant from the town of one dollar on each poll, amounting in the aggregate,

to one thousand dollars. The town has since that year, made an annual grant of from two hundred to two hundred and twenty-five dollars for the support and increase of the library. A convenient room in the town hall, twenty-five by thirty-five feet, has been furnished by the town, and the library is under the direction of a town committee, a librarian and assistant.

At its foundation and at different periods since, liberal donations of books were made to the library, and one of our citizens has made a gift of five hundred dollars in money.

The books consist of valuable standard works, also a variety in every department of literature. There is also a juvenile department, which is deemed of great importance.

The library is open to the whole town, and as the answer to your fifth question will show, is pretty extensively read and consulted. The pupils of the State Normal School are allowed the free use of the library, for reading and consultation, and almost every lady of that institution has an account with the librarian. The teachers in our schools, on various subjects of general exercise and teaching, refer their pupils to works in the public library, and much interest is fostered by this means. Especial pains have been taken to interest the young and cultivate in them habits of useful reading. The juvenile department is working successfully in leading them up to the higher departments. We do not expect the farmer, the mechanic, the merchant or manufacturer, who have not formed habits of reading in their youth, to be greatly benefited by the library; but if we can interest the large class of young persons in our community, and turn their attention to this point, we shall soon have a reading population, and there will be no question as to the "utility of the public library." As to its "advantages," it is considered by gentlemen well qualified to judge, one of the best libraries of its size in the State. I do not know of any serious "evils connected therewith." There is always a pressure upon the committee to a certain extent, to supply a trashy kind of reading, but this I believe has been wisely resisted, and careful and judicious selections of books have generally been made.

I consider our public library an institution of great value in moulding the character of the young, and in giving vigor and stability to our community.

#### BROOKLINE.

We have a pleasant duty in reporting the growth of the library during the last year, and its present condition. It is always a pleasure to report respecting an undertaking which secures the enlightened and benevolent regard of the community. Gratifying certainly, and encouraging to those intrusted with the management of an institution, must be the reflection, that others are "devising liberal things" concerning it. An institution having its basis on a good principle, and enjoying public and private liber-

ality, will be productive. Such an institution we believe the Brookline public library to be ; and, though it has been established about two years only, it is a most prosperous one. Its success has exceeded the expectations even of its friends. Its rapid growth, the large number of readers who avail themselves of its privileges, and the strong hold which, in so short a time, it has secured upon the regard of the citizens of the town, evince the wisdom of those who foresaw that Brookline demanded such an institution. The generous liberality of donors, and the increasing interest felt in the prosperity of the library, promise for it an auspicious future.

The whole number of volumes in the library, as stated above, is four thousand one hundred and eighteen.\* These do not consist of a mere chance aggregation of books unused and useless ; but we believe a very judicious selection has been made,—one that could hardly be improved, had the trustees again the money in their hands to be expended. The departments which occupy the largest space in the library are civil history, biography and travels ; and, of the number and character of the works in these departments, we should be justified in speaking very highly. The best encyclopædias, dictionaries, and other books of reference, are in the library ; also valuable works on science and the arts, æsthetic and practical ; and, in poetry and prose fiction, a large and carefully chosen collection. The books are conveniently and systematically arranged. Works relating to history are arranged in alcoves by themselves. The same is true of works on travels, literary criticism, poetry, education, and the other several departments into which the books in the library are classified.

Nor is it extravagant to say, the resources of the library are such, that, to those who wish to make careful and scholarly investigation, or who wish to extend their information respecting nations, men, and manners, or who desire simply rational recreation, it offers good facilities ; and its privileges have not been unimproved. The large number of volumes reported a year ago to have been taken from the library, was conjectured by some to have been owing, in a measure, to the novelty of the institution ; but the number taken out during the last year has not only not diminished, but has increased. More than a thousand individuals have been in the habit the last year of taking books, and a little less than eleven thousand volumes have been delivered ; and there has been constant and increasing use of encyclopædias and other “books of reference,” which are not to be taken from the library rooms. Indeed, the works which may be called “books of reference” are becoming a most important department ; which is, perhaps, the natural result of any large use of the other departments. For, in his general reading, one will meet not unfrequently with a principle or term in

\* The number given in the table (see page 151) is more recent than the number given in the annual report of the trustees.

science, an historical event or personage, or a peculiarity of some geographical locality, with which he is not familiar. His readiest and perhaps best source of information is an encyclopædia. And almost innumerable instances arise in one's experience, when he wishes information on a subject, but has neither time nor opportunity to read an extended treatise upon it. An encyclopædia will furnish just the concise view which he desires: hence such works are an essential department in a public library.

Of the large number of volumes taken from the library the last year, a greater proportion than in the preceding year has been historical and biographical works. It has been deemed necessary to procure two and three sets of some of these works, so great has been the demand for them. The department of travels has been read perhaps as much as any other. The call for works on agriculture has been great; and, on architecture and horticulture, far more than we have been able to supply. And the general interest which, within a few years, has been awakened in the community on subjects relating to natural history, is also felt in Brookline; for every work in this department in the library has been read again and again, from Humboldt's "Kosmos" to Jaeger's entertaining little book on Insects. There has, of course, been great demand for tales and works of fiction; very many have been taken from the library during the year. It must perhaps be acknowledged, that *too much* reading of this kind is sought here and everywhere; and we have heard it objected, that such reading, and indeed so much popular reading of any sort, tends, not to vigorous thought and really practical information, but to a superficial style of thinking; and that the public mind is thus enervated. But this is an age and a country in which all are taught to read; and all will read something. The press, too, is issuing every thing, good and bad. It is therefore the agency of a good library, in this age and locality, not so much to make readers as to regulate the public reading; for we trust much to the efficacy of good books in expelling bad ones.

Again: many of those who read works of fiction mainly, would, if deprived of this kind of entertainment, seek excitement in places and in employments which would not be so well for themselves, and certainly not so well for the health of the public morals. To such, a good library may impart the means of rational enjoyment, which, at the same time, will soften and humanize the character.

There are also those whose circumstances have unfortunately been such, that they are aware of the advantages which the informed possess over the ignorant. They have not the time to spend, nor can they command the means of helping themselves to the extent which they desire. They hail with gratitude and improve with avidity the privileges offered by the library to them and their children. Hundreds upon hundreds of volumes have been read by such during the last year; by whom, perhaps, not a

single volume would have been read, had they not enjoyed access to the library.

In such a town as Brookline, situated so near a great metropolis, there will be influences at work on certain classes which cannot always be most successfully met by direct opposition; while indirect means may be employed not unfrequently with the most gratifying results. A good public library, wisely adapted to secure the common interest of all,—in which every one feels that he has a right, and in which he sees the private ends of no man or set of men subserved,—may become the centre of such an influence and attraction as no other institution can exert. The philanthropy and benevolence of the higher classes may reach, through this avenue, circles and individuals where their sympathy and help would be repelled in any other form.

The library has certainly enjoyed the liberality and beneficence of the citizens during the last year. Such, indeed, have been the number and character of the donations, that the town cannot much longer afford to intrust them to the rooms in which they are now deposited; nor would it be just to the donors. The books are insured against fire; but no insurance that can be effected would really cover the value of what is here deposited. As has already been said, there are some works here, of which, if they were lost, it would be next to impossible to procure other copies. And there may be individuals, who, from their confidence in a good library as an agent for the diffusion of knowledge, as well as from their public spirit in sustaining and raising the fair name of the town, would make large and valuable donations; but they hesitate to intrust them to a building so liable to be consumed as is a wooden one. Should public or private munificence provide a neat fire-proof building adapted to the purposes of a library, and, at the same time, an ornament to the town, these individuals might gladly contribute largely of their abundance to give character and dignity to the institution. Should, however, such a building be erected even at an early day, some immediate temporary provision is absolutely necessary. The alcoves are already all full, and the books cannot now all be placed on the shelves. This provision can be made, at moderate expense, by appropriating and shelving a part of the ante-room which is before the library. The present capacity of the library can be thus nearly doubled, without any inconvenience to the other arrangements in the hall.

Allow us to express the hope, that the wisdom, liberal forethought, and enterprise, which led Brookline, as the very first town, to avail herself of the general law of the Commonwealth enacted respecting libraries, and which have thus far been rewarded with the fruits and encouragement of a success scarcely anticipated, will still prompt her to foster with a generous policy an institution established under so auspicious circumstances, and so well calculated to elicit the gratitude and good-will of the community.



## BARRE.

You will see, sir, that we have but a small beginning thus far. The town is indebted for this nucleus to the bequest of an old man, who almost wholly illiterate, yet desired that the savings of a laborious lifetime should contribute somewhat to show his estimation of the blessings of knowledge, and of a refined public literary taste. No reports of the library committee have ever been published, and I am not presumptuous enough to obtrude upon your notice any views or suggestions of my own, concerning the undoubted advantages of a system of public libraries.

## BREWSTER.

I believe a well selected library to be of *great* advantage to any town or village, particularly to the young, placing within their reach for a trifling tax, the means of extensive knowledge, which for those who *early* enter on the arduous duties of life would rarely find leisure or inclination to acquire at any other period of life.

## DANVERS.

Our library is regarded the means of much good in town, the citizens generally availing themselves of the advantages of it, and many, very many young people having acquired a taste and habit for reading, to which prior to the library's establishment they were strangers. An examination of the library also shows that the books read are of a class most calculated to improve the reader.

## SPRINGFIELD.

The library is of the greatest benefit to our population, the only evil resulting from it, being too wide a range of light and injudicious reading among the younger subscribers.

## CAMBRIDGE.

Three hundred dollars are appropriated annually by the city council, for the support of the library, and those who use it are required to pay one dollar per annum for the privilege.

The late Mr. Edmund T. Dana, has bequeathed to the city the sum of \$15,000, the interest of which is to be expended in making additions to the library. The city will probably come into possession of this money in about two years.

We consider this library a very valuable institution; it seems to be appreciated by the inhabitants, and to be doing them good. We know of no evils connected with it.

## ASHFIELD.

Our library, although a small one, has been a great benefit to the inhabitants of this town. Many who are not able to purchase books, by the

payment of a small sum yearly, can obtain the reading of many useful books, histories, biographies, &c., which they might never have seen had we no library.

I have a high regard for public libraries as educational institutions. Their influence is silent but powerful.

I know of no evils connected with our library, except the method pursued of late of buying light and trashy books to the exclusion of more solid reading.

#### FALL RIVER.

At a meeting of the general school committee of this city, on the evening of the 8th inst., a circular asking information respecting our public library, and bearing your signature, was presented, and I was instructed to answer your inquiries as far as practicable.

Some few months since the initiatory steps towards establishing a public library in this city were taken and proved successful, so that we now have such a library, though as yet, for want of a suitable room, it is not accessible to the public. A room is being fitted in the city hall building, and the library will soon be open to all.

At present the library numbers about three thousand volumes, and from what we know of the liberality of our citizens, in connection with the importance attaching to so popular an institution, we feel warranted in assuring you that large additions will be added to it annually.

In a city like Fall River, the advantages of a public library are many and important, and we have long felt the need of one. While ours is a *reading* as well as a *laboring* population, there are many who have not the means to procure that *kind* of reading best adapted to form habits of thought, and lead to useful results. It is our firm conviction that a *good*, (and we use the word in all the comprehensiveness of its meaning) public library will pay a large and satisfactory percentage on the amount invested, in general intelligence and public morals. The young *will* read, and if they are not furnished with wholesome and proper reading they will get what they can. Experience teaches this, hence the necessity of a public library. Besides, such an institution tends to the promotion of social intercourse, and not only encourages but fosters that friendly intercommunication so much to be desired in every community. From our knowledge of the workings and results of public libraries, we believe them to be of the greatest general utility.

#### STONEHAM.

In answer to the other questions I would say that we consider the advantages of the library, as a means of education, equalled only by our public schools.

The evils connected are common to many public libraries, a tendency to light reading.

MILLBURY.

Our library is one of the beneficial fruits of our high school. Much social and intellectual enjoyment and improvement have so far resulted to the youthful members of this library association, unmixed, so far as is known, with any acknowledged evils.

NORTH ADAMS.

Our libraries are exerting a healthful influence both morally and intellectually upon the young people of this place.

This is a manufacturing town, and a large majority of the people are either operators or mechanics, giving but little opportunity to secure a good education.

Yet a great degree of zeal and interest is manifest in the library, it being originated and supported by the mechanics and laborers of our villages.

I think if the State would appropriate an annual income to help support or encourage such libraries, it would be a wise and expedient appropriation.

WOBURN.

You will find inclosed a statement made out by our library committee, in answer to your questions. The reports of that committee are not printed in full in the town reports, and therefore cannot be furnished.

Respecting the utility of the public library, you will perceive that a very large number of volumes are taken from ours, and they are generally read. That a good supply of *good* books, free of charge, is a most excellent educational institution in a town, there can be no doubt. Our mechanics make, very generally, great use of the library. *Every thing depends upon the character of the books.* There are very many books most pestilential in their influence, and there are as many others which cheat one of his time, though not positively deleterious, except as they induce dreamy, inefficient habits of mind. I think it may be said that the value of a public library depends upon the judgment of the library committee, who, if they are qualified, will fill the shelves with works rich in thought and pure in taste; and if they are not qualified, trash will fill the shelves of the library, and folly, if not something worse, the heads and hearts of those who read it.

WAYLAND.

With respect to the utility of the library it may be stated that, it furnishes the town with a large and increasing collection of books in every department of literature, science and art, of which many individuals and families to a considerable extent, find it a pleasure and benefit to avail themselves.

It has much increased a taste for reading, both in young persons and the more advanced in life.

It has extended its benefits to families, otherwise from their narrow circumstances, very deficient in means of useful information.

It has provided for all our children a large collection of the best juvenile books, which they have eagerly read, and in which they have found much instruction and entertainment adapted to their years.

It is extensively felt that the library has become a necessary and established institution, and that it is a suitable and important supplement to the public schools, in the progressive and life-long education of the whole people.

Within three years, one of our most intelligent citizens has made a donation of two hundred dollars to the town, as the commencement of a fund, the interest from which shall be annually applied to the purchase of books, in addition to what the town may raise for that purpose.

The establishment of the Wayland library has conduced to the earlier establishment of a similar library in five other contiguous towns, Concord, Framingham, Weston, Natick, Sherborn.

Two of these have since received liberal donations. Framingham, five hundred dollars, from a public spirited citizen; and Weston, one thousand dollars, from a former resident and far-seeing friend of the town.

#### NEW BEDFORD.

The number of books belonging to the library is 13,500, which is 1,500 more than at the close of last year. The yearly addition to it since it became the property of the city has averaged about 1,000 volumes. The books obtained by purchase have been selected with much carefulness, and with due regard to the wants of all. The desire and aim of the trustees has been to make it a library for all classes, and to secure the best books which their means would enable them to, on every subject of human inquiry. The true usefulness and enduring prosperity of such a library would be jeopardized by adopting any other principle of action. The most recent works in the departments of fiction, history, science, belles-lettres, poetry, &c., have been obtained, so far as was practicable, and all the departments of the library have received a due degree of attention, and additions have been made to each and all of them. An examination of the theological department,—to which additions have been rather sparingly made,—will show that the trustees have been governed by a truly catholic spirit. Here the disciples of Fox will find the “apology” for their faith, churchmen will find advocates for the apostolic succession, the descendants of the Puritans, whether of the old, or new, and so called “liberal” school, will find their Stuarts, and their Channings, peacefully reclining side by side, while the Methodists, Baptists, Universalists, and all, of every name, will find some exponent of their peculiar views.

WEST CAMBRIDGE.

We think it has a good effect on our whole community, more especially as it is open and free to the poorest of our people, of whatever nation, so that they have access to a class of books, of which, were it not so they could never have; and we find that this class of our citizens avail themselves of this privilege. We consider the appropriation as one of our wisest and best, and one we would sooner increase than diminish.

The number of Social Libraries is large, and they contain many hundred thousand volumes of books, but there are no means of furnishing accurate and complete statistics concerning them. The following sections relating to social libraries are from the thirty-third chapter of the General Statutes.

SOCIAL LIBRARIES.

SECT. 10. Seven or more proprietors of a library may form themselves into a corporation, under such corporate name as they may adopt, for the purpose of preserving, enlarging, and using, such library, with the powers, privileges, duties, and liabilities, of corporations organized according to the provisions of chapter sixty-eight, so far as the same may be applicable, and may hold real and personal estate to an amount not exceeding five thousand dollars in addition to the value of their books.

Proprietors of library may be a corporation, &c.  
R. S. 41, §§ 1, 3, 6.

SECT. 11. Upon application of five or more of such proprietors, a justice of the peace may issue his warrant to one of them, directing him to call a meeting of the proprietors, at the time and place and for the purposes expressed in the warrant. The meeting shall be called by posting up the substance of the warrant in some public place in the town where the library is kept, seven days at least before the time of the meeting; at which, if not less than seven of the proprietors meet, they may choose, a president, a clerk who shall be sworn, a librarian, collector, treasurer, and such other officers as they may deem necessary; and may determine upon the mode of calling future meetings.

Warning meeting, choice of officers, &c.  
R. S. 41, §§ 1, 2.

SECT. 12. The treasurer shall give bond with sufficient sureties, to the satisfaction of the proprietors, for the faithful discharge of his duties.

Treasurer to give bond.  
R. S. 41, § 4.

SECT. 13. Such proprietors may, by assessments on the several shares, raise such money as they judge necessary for the purposes of preserving, enlarging, and using, the library.

Assessments.  
R. S. 41, § 5.

Legislative action for the establishment of a State Reform School was first taken on the 16th of April, 1846. By resolutions of that date (chap. 143,) the governor was authorized to appoint three commissioners "with power to select and obtain, by gift or

purchase," a lot of land, containing not less than fifty acres, as an "eligible site for a manual labor school, for the employment, instruction, and reformation of juvenile offenders."

The "Act to establish the State Reform School" was passed in 1847 (chap. 165.) By that Act it was declared that there should "be established in the town of Westborough, in the county of Worcester, on the land conveyed to the Commonwealth for the purpose, a school for the instruction, employment, and reformation of juvenile offenders, to be called the State Reform School." By the fourth section, any boy under sixteen years of age guilty of an offence known to the laws, and not punishable by imprisonment for life, might be sent to the school. Commitments were for a period of time not longer than during minority nor for less than one year.

By virtue of resolutions passed at the same session of the legislature (1847, chap. 35,) the governor was authorized to appoint three commissioners, who were directed to provide suitable buildings upon the farm at Westborough suitable for the accommodation of three hundred boys and the necessary officers.

By an Act of the 10th of May, 1848, (chap. 305,) the trustees of the State Reform School were made a corporation, with the power of taking and holding any grant or devise of lands and any donation or bequest of money made for the benefit of the institution.

In December, 1848, the institution was dedicated to its purposes by appropriate ceremonies.

In 1852, an appropriation of fifty thousand dollars was made for the enlargement of the buildings so as to provide for two hundred and fifty additional inmates.

In 1859 portions of the buildings were destroyed by fire; and this apparent calamity gave the legislature an opportunity to provide for the separation of the inmates into families not exceeding fifty each. (Res. 1859, chap. 128.)

By the resolves of October 28th, 1859, (chap. 111,) and resolves of December 21, 1859, (chap. 128,) the total number of inmates is limited to three hundred and fifty.

By an Act of the legislature, approved October 28th, 1859, (chap. 285,) the government established a school called "The Nautical Branch of the State Reform School," the management of which is vested in five trustees.

By resolves of the same year (chap. 112,) commissioners were appointed with authority to obtain by gift or purchase and to equip a good ship, and to provide therein for the accommodation of one hundred and fifty boys and the necessary officers.

By this authority a ship has been purchased, and named "*Massachusetts*," to which fifty boys were transferred from Westborough, in July last.

On the 29th day of September, 1860, there were 332 boys at Westborough, making a total of 382 in both schools.

The 76th chapter of the General Statutes relates to the State Reform School. The government of the school is vested in seven trustees who possess corporate powers for the purpose of holding in trust, for the benefit of the Commonwealth, any property that may be given, granted or devised for the use of the school. They have authority to establish rules of discipline for the school, appoint officers, fix their salaries subject to the approval of the governor and council. They are enjoined to cause the boys under their charge to be instructed in piety and morality, and in such branches of useful knowledge as are adapted to their age and capacity. They have authority to bind out boys as apprentices or servants until they are twenty-one years of age, or for a less period of time; but they are required to have scrupulous regard to the moral and religious character of those to whom the boys are entrusted. As often as once in two weeks, one at least of the trustees is required to visit the school and make an examination of the boys in the school-room and shops, and inspect the register of their conduct. Once in three months a thorough examination, by a majority of the trustees is required, and on or before the 15th day of October in each year, a full report is made of the school for the year ending on the 30th day of the preceding month.

The government of the Nautical Branch of the school is vested in five trustees, three of whom are appointed by the governor and council for three years, and the Boston Board of Trade and the Boston Marine Society each appoint one trustee.

The trustees have control of the school-ship and other vessels belonging to the institution, and they are required to cause the boys under their charge to be instructed in navigation and the duties of seamen. They may also send a boy to sea, and in his behalf make a contract therefor. But he is no longer a member of the institution. All boys committed to the Reform

School who are between fourteen and sixteen years of age are put on board the nautical ship ; those who are less than fourteen years of age are sent to either branch of the school as may seem to the judge expedient. If the trustees of both schools concur, boys may be transferred from one school to the other. The discharge of a boy as reformed, or a voyage at sea, under a contract made by the trustees, as well as his arrival at his majority, works a complete release from all penalties created by the sentence of commitment. The city or town in which a boy resided at the time of his arrest is required to pay to the institution the sum of fifty cents per week during the time he remains ; but the sum so paid may be recovered by the city or town of the parent or guardian, or kindred liable by law to maintain such boy. This provision is calculated to lead to care on the part of cities or towns in regard to truancy and other kindred juvenile vices which render reform schools necessary. The proceedings requisite for the commitment of a boy to the State Reform School are distinctly specified in the 76th chapter of the General Statutes. The whole number of commitments previous to October 1, 1860, was 2,633, and for the year ending on that day only 26.

Of the whole number committed nearly one-tenth were children of intemperate parents, both father and mother ; nearly one-third (792) were children of intemperate fathers ; about the same number (768) were children of fathers who had no regular occupation ; nearly the whole number were addicted to the sins of lying and profanity, and about three-fourths were guilty of truancy.

The character and fortunes of 1,653 of the former inmates of the institution have been investigated, and the results are known. Of these, 1,372 are leading upright and prosperous lives, and 281 have proved incorrigible and unreformed. In this calculation, say the trustees, every doubt is reckoned against the institution. The average time of detention in the school is but little more than two years ; and the average expense above the proceeds of the labor performed is about eighty dollars a year for each pupil. Inasmuch as a criminal is the most expensive member of society, and as the probability is very great that most of these boys would, without the agency of the school, have led a criminal life, the economy of the institution is very apparent, if judged by the most inconsiderable of the advantages yielded.



Resolves for the establishment of a State Reform School for Girls were passed on the 12th of April, 1854, (chap. 52.) The State appropriated twenty thousand dollars, and twenty thousand dollars were given by individuals for the same object. At the session of 1855, (chap. 442,) a law was passed for the organization and management of the Institution; and at the same session (Resolves of 1855, chap. 83,) the commissioners appointed under the resolves of 1854 were authorized to select a site for the school, and to erect suitable buildings thereon. The town of Lancaster was selected for the school. The plan devised was a great improvement upon that originally adopted for the State Reform School at Westborough. Separate houses were erected and arranged for the accommodation of thirty pupils each. Each house contains a family, at the head of which is a matron, who stands in the relation of mother to all the children of her household.

Three houses were erected in 1855 and 1856, and dedicated in the month of August of the latter year. An additional house was added in 1860. The following letter from the superintendent of the school, Rev. Bradford K. Peirce, fully sets forth its objects, plan, and results.

The State seeks to cut off the sources of crime, and to develop among her citizens the highest form of civilization, by educating, mentally and morally, all her children. Under the most favorable circumstances, through the death, incapacity, poverty or viciousness of parents, many children will fail of being reached and disciplined by the ordinary provisions for the training of the young. As the result, many of her youth are found exposed to temptation, in circumstances of want and beggary, and in the actual commission of crime. To meet this exigency, and to save, if possible, her children from a life of vice, she has established her two schools of reform. In the institution for girls, bearing the title of Industrial School, to save its inmates from any stigma arising solely from a connection with it, the State has inaugurated several expedients which heretofore had not been attempted in this country.

1. It has entirely separated the sexes. By our system, a discipline immediately adapted to its subjects is secured, and a far greater scope to voluntary action and indulgence in innocent and wholesome exercise is attained.

2. It has discarded the penitentiary discipline of lock and bar, holding its inmates by moral bonds; and without defences from escapes, has suffered no loss since the first six months, and then only two.

3. It has followed, as far as practicable, the order of nature, gathering these neglected children into families of thirty each, under the charge of three experienced matrons, instead of herding them together in one great edifice. We have thus secured a warm home affection, and brought each child into immediate and loving relations to a maternal heart.

At the close of this legislative year, we had received two hundred and ten different girls; and there were present in the four families already established, one hundred and twenty-one—one more than the proper limit of our accommodations.

The superintendent is the only male officer employed in the institution, except the farmer, whose functions are confined to the physical work of the school. Both of these have separate residences for themselves and families—the homes for the girls being in the care of their particular matrons.

The superintendent, who is also chaplain, meets the assembled families at morning prayers in the chapel, conducts the two religious services of the Sabbath, and stands ready to advise and assist the matrons in the work of daily instruction and discipline. The girls of the family perform in turns all the housework, and make their own clothing. In addition, we engage a little in productive industry. In the afternoon of every day, each family assembles in its school-room, (a part of the house,) and enjoys three hours of common school training under the assistant matron.

We receive our inmates from the ages of seven to sixteen, averaging about thirteen, and have authority in every case to retain them until eighteen. By law, the trustees may indenture, during any portion of this period, such girls as they may consider will be benefited by it, to suitable families in any part of the country. At the close of this official year, sixty-six had been thus indentured. A large proportion of the girls that have left the school, are justifying our hopes and expectations, and by their diligence and virtues, are amply remunerating the State for its outlay. The whole expense of the school will average about one hundred dollars a year to an inmate. It was intended in the commencement, that the school should be particularly one of prevention; but the necessities of the case, and the success of the experiment, have made it a home and a refuge for “brands plucked from the burning.” Most of its inmates would have been subjects of the criminal law; so that whatever we accomplish is almost an absolute salvation.

The existing laws concerning the Industrial School are contained in the 75th chapter of the General Statutes, and they correspond in the main, with those relating to the Reform School for Boys. Girls between seven and sixteen years of age are liable to be committed to the school by a judge of probate, or by commission-

ers appointed for that purpose by the governor and council, upon the request of the mayor and aldermen of any city, or the selectmen or overseers of the poor of any town. The term of commitment is until the girl arrives at the age of eighteen years.

The trustees have power to bind the girls as apprentices or servants for the term of their commitment to the school; and they are also made the legal guardians of girls during the entire period of their connection with the school and while bound or held for service. In binding out girls the trustees are required to have scrupulous regard to the religious and moral character of those to whom they are entrusted, that they may secure to the girls the benefit of good example and wholesome instruction, and the best means of improvement in virtue and knowledge, and the opportunity of becoming intelligent, moral, useful, and happy women.

By a resolve of 1859 (chap. 58,) a sum not exceeding one thousand dollars is appropriated annually from the treasury for the assistance and education of such pupils of the State Reform School for Boys, and the State Industrial School for Girls, as may be designated by the governor, as worthy of special encouragement for good conduct, in order that those pupils may be educated for useful vocations or trades, provided, that the sum paid on account of each shall not exceed one hundred dollars per year. Under this power there are girls from the State Industrial School in a Normal School, and in other institutions, preparing themselves to become teachers in the Industrial School itself.

The State annually appropriates the sum of eight thousand and six hundred dollars for the support of patients from Massachusetts in the asylum for the deaf and dumb at Hartford, in the State of Connecticut. The first appropriation was made in 1825, and the experience of the State has warranted its continuance to the present time.

The Perkins' Institution and Massachusetts Asylum for the Blind, established at South Boston, is maintained at a cost of twelve thousand dollars a year. The terms of admission, as established by the government, may be useful to persons who have not access to the annual reports of the institution.

Young blind persons, of good moral character, can be admitted to the school by paying \$200 *per annum*. This sum covers all expenses, except for clothing; namely, board, washing, medicines, the use of books, musical instruments, &c. The pupils must furnish their own clothing, and pay their own fares to and from the institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons, of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the governor for a warrant.

The following is a good form, though any other will do:—

“*To His Excellency the Governor* :—Sir,—My son, (or daughter, or nephew, or niece, as the case may be,) named A. B., and aged \_\_\_\_\_, cannot be instructed in the common schools for want of sight. I am unable to pay for the tuition at the Perkins’ Institution and Massachusetts Asylum for the Blind, and I request that your Excellency will grant a warrant for free admission. Very respectfully, \_\_\_\_\_.”

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form:—

“I hereby certify, that, in my opinion, Mr. \_\_\_\_\_ is not a wealthy person, and that he cannot afford to pay \$200 *per annum* for his child’s instruction. (Signed,) \_\_\_\_\_.”

There should also be a certificate, signed by some regular physician, in this form:—

“I certify, that, in my opinion, \_\_\_\_\_ has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed,) \_\_\_\_\_.”

These papers should be directed to “The Secretary of the Commonwealth, State House, Boston, Mass.”

An obligation will be required from some responsible person, that the pupil shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The relations or friends of the blind who may be sent to the institution are requested to furnish information in answer to the following questions:—

1. What is the age of the applicant?
2. Where was he born?
3. Was he born blind?
4. If not born blind, at what age did he become so?

5. What is the supposed cause of the blindness?

6. Have there been any cases of blindness, or deafness, or insanity, in the family of the applicant, among his brothers and sisters, parents, grandparents, uncles, aunts, or cousins?

7. Were his parents or grandparents affected with scrofula, in any form; with consumption; humors, such as salt-rheum; eruptions of any kind; or had they any peculiarity of bodily constitution whatever?

8. Were the parents or the grandparents of the applicant related to each other by blood? If so, in what degree?

The sum of five thousand dollars is annually appropriated for the support of the School for Idiotic and Feeble-Minded Youth.

Authority for this purpose was first given in 1848, chap. 65. The school is at South Boston. On the first of October last there were seventy pupils in the institution.

The trustees present the following considerations in their last annual report:—

All the arguments and considerations in favor of public provision for the incurably insane, apply with increased power in favor of imbecile and idiotic children; upon none of whom rests any moral responsibility for their deplorable condition.

But, besides these general considerations in favor of institutions for idiots, which indeed are being built up in all civilized countries of Europe, and in the most civilized States of the United States, the trustees in watching this establishment daily, find many other considerations for upholding and enlarging it, while they find none for abandoning it.

They find it steadily advancing in the confidence and favor of those families who are afflicted with imbecile or idiotic children, especially those of the laboring and indigent classes who cannot afford to pay for the special and expensive training without which their unfortunate offspring go from bad to worse, as they grow older. The applications for admission from this class are already more numerous than can be granted with the present limited means of the establishment.

They find that almost without exception the new comers, though ever so noisy, turbulent, unmannerly, and filthy when they are admitted, soon become quiet, orderly, well-behaved and tidy; and that they improve in health and intelligence.

They find that many acquire some knowledge of the elementary branches of common instruction, and are benefited by the exercise of their feeble faculties.

They find that some acquire so much command of their muscles, and so much dexterity, that they can be useful, and almost self-supporting.

They find that some seem to possess almost all the mental powers in normal condition, and can be useful under special guidance, but still, by lack even of one faculty, they are unable to direct themselves.

They find that a few who were not naturally idiotic, but were becoming imbecile by reason of mistaken treatment, can be saved from the class of idiots, and restored to society.

These and other considerations suggested by the experience in their own establishment, encourage the trustees to persistence in their efforts in behalf of this long neglected class.

They find encouragement, moreover, from the success attending similar enterprises in other States and countries. Besides several private schools in the United States, three large and important public institutions are now in existence. Those of New York and Pennsylvania, though established since the Massachusetts School, have now more pupils, and ampler means for carrying on their work. They have large and commodious buildings, and are not cramped, as ours is, by scanty incomes.

The European schools, though of recent origin, seem to be firmly established, and to find favor in the eyes of the people and of the government.

The establishment at Earlwood, England, which was opened recently, has now three hundred pupils, and being liberally supported, is able to accomplish a great deal, especially in the way of teaching trades. The reports of this institution are confirmed by the account of intelligent travellers, and show that from among the large number of pupils a selection can be made of those who, by patient and persistent efforts, become tolerable tailors, shoemakers, and the like, though doing, of course, only rough work, and that under supervision.

These and other considerations lead the trustees confidently and earnestly to commend the institution to the favor of the corporation, of the legislature, and of the public.

I have thus, gentlemen of the Board of Education, presented to you, and to the people of Massachusetts, a manual of the laws relating to the schools, and a sketch of the educational and reformatory institutions of the State. I have performed the work while pressed with other duties, and my only hope is that its imperfections may be overlooked, and that the information it contains may serve to strengthen and encourage the people in support of good learning and sound morality.

GEO. S. BOUTWELL.

Boston, December, 1860.

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# AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1859-60.

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## SUFFOLK COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Boston, . . .	160,508	\$213,310,067 00	254	25,418	25,238	22,451	22,926	1,547	1,237	28,909	55	424	55	436	1,068.16	1,571	2,639.16
Chelsea, . . .	10,151	3,475,161 00	41	2,230	2,276	2,040	1,820	210	102	2,186	3	42	3	42	225	225	450
N. Chelsea, . . .	793	801,944 00	4	159	160	132	132	3	6	166	—	4	—	4	22.15	33.08	56.03
Winthrop, . . .	366	*	3	84	78	54	48	2	5	96	—	3	—	3	18.03	9.15	27.18
Totals, . . .	171,818	\$217,587,172 00	302	27,891	27,752	24,677	24,926	1,762	1,350	31,357	58	473	58	485	4.08	6.02	10.10

\* Valuation included in North Chelsea.



## SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1889, according to No. children between 5 and 15 May 1, 1888.	How appropriated.
Boston, . . .	\$155 20	\$38 50	\$304,322 20	-	\$6,250 00	\$375 00	-	-	2071	\$18,457 00	58	2071	\$18,457 00	\$6,045 90	City Treas.
Chelsea, . . .	108 33	27 03	22,791 21	-	-	-	-	-	4	1,000 00	4	60	1,000 00	447 09	Schools.
N. Chelsea, . . .	-	31 25	1,400 00	-	-	-	-	-	-	-	-	-	-	29 40	"
Winthrop, . . .	-	22 25	700 00	-	-	-	-	-	-	-	-	-	-	21 00	"
Totals, . . .	\$131 76	\$29 76	\$329,213 41	-	\$6,250 00	\$375 00	-	-	62	\$180,457 00	62	2131	\$180,457 00	\$6,543 39	

## ESSEX COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Amesbury, . .	3,585	\$1,020,425 00	18	595	584	489	477	28	32	622	1	16	6	12	57.14	60.17	118.11
Andover, . .	4,810	3,131,122 75	18	796	727	629	601	50	40	838	—	18	4	13	88.05	58.05	146.10
Beverly, . .	5,944	2,156,012 85	18	933	1,068	697	833	49	110	1,118	3	16	9	13	104.08	94	198.08
Boxford, . .	1,034	538,288 67	7	207	242	168	194	16	49	250	—	7	6	1	24.14	21	45.14
Bradford, . .	1,372	368,278 00	4	193	255	162	184	4	32	292	1	4	2	3	15	19	34
Danvers, . .	4,000	3,312,779 10	17	972	971	776	812	61	96	997	5	12	9	9	92	59.12	151.12
Essex, . .	1,668	633,895 20	9	239	335	199	276	29	61	258	—	8	4	5	24	35.17	59.17
Georgetown, . .	2,042	715,213 00	10	391	384	320	300	15	39	375	1	9	1	9	38.15	41.05	80
Gloucester, . .	8,935	2,369,251 95	30	2,051	2,123	1,485	1,690	150	242	2,046	2	40	12	34	168	105	273
Groveland, . .	1,367	397,079 00	5	204	243	169	172	21	35	282	—	5	1	4	16.16	17.06	34.02
Hamilton, . .	896	452,403 00	4	120	152	97	116	10	26	149	—	4	2	2	10.01	10.14	20.15
Haverhill, . .	7,932	2,243,497 00	31	1,556	1,469	1,229	1,240	57	157	1,573	4	32	12	22	139.10	141.15	281.05
Ipswich, . .	3,421	1,082,792 50	15	564	587	422	435	30	82	618	2	11	7	6	57.15	50.05	108
Lawrence, . .	16,114	6,003,716 20	38	2,249	2,311	1,627	1,697	147	94	2,702	4	42	4	42	197.06	197.06	394.12
Lynn, . .	15,713	4,148,989 40	43	3,308	3,218	3,025	2,916	22	175	\$3,311	6	47	6	47	227	226	453
Lynnfield, . .	883	345,356 00	4	155	149	127	126	11	17	148	—	4	1	3	21.15	11.10	33.05
Manchester, . .	1,864	499,507 50	8	328	337	200	208	14	16	381	1	7	1	7	28	50	78
Marblehead, . .	6,928	2,033,990 60	19	1,236	1,230	1,066	1,071	—	37	1,343	3	20	3	20	89.05	103.10	192.15
Methuen, . .	2,582	1,059,148 45	12	495	422	397	315	46	73	464	1	11	4	8	54	36.10	90.10
Middleton, . .	880	310,417 00	3	169	181	127	135	16	24	206	—	3	2	1	15	11	26
Nahant, . .	270	80 *	2	80	87	66	67	7	9	78	1	1	1	1	11.10	11.10	23
Newbury, . .	1,484	663,155 30	8	280	288	199	221	11	37	290	—	9	1	7	31	25.15	56.15
Newburyport, . .	13,357	5,390,069 55	26	2,685	2,685	1,541	1,415	—	—	2,556	7	34	7	34	136	137	273

## SCHOOL RETURNS.

V

North Andover,	2,218	†	10	332	336	269	285	8	36	471	-	10	5	5	47.07	47.17	95.04
Rockport, . .	3,498	672,410	8	597	531	472	453	34	159	697	-	10	5	5	45.15	22	67.15
Rowley, . . .	1,214	456,089	6	219	230	166	162	3	24	283	-	6	-	5	24.15	19.05	44
Salem, . . .	20,931	13,654,738	40	3,033	3,273	2,356	2,794	-	161	3,471	7	53	7	53	220	240	460
Salisbury, . .	3,185	1,023,861	13	595	607	463	467	42	40	691	3	11	8	6	48.05	58	106.05
Saugus, . . .	1,788	491,917	8	396	374	323	292	24	9	403	-	8	-	8	32	48	80
South Danvers,	5,348	†	19	1,252	1,170	941	935	28	74	1,272	5	18	5	19	99.02	95.01	194.03
Swampscott, .	1,335	*	5	306	309	234	234	-	33	318	1	5	1	5	25	30	55
Topsfield, . .	1,250	468,981	5	167	189	128	154	14	20	236	-	5	2	3	15.15	14.10	30.05
Wenham, . . .	1,073	354,409	5	173	232	139	196	12	50	230	-	5	3	2	20.12	17	37.12
West Newbury,	2,094	578,671	8	226	420	193	326	10	67	445	-	6	3	6	15.16	27.04	43
Totals, . .	151,018	\$56,556,466	474	27,102	27,719	20,901	21,799	969	2,156	29,414	58	497	144	420	4.15	4.10	9.05

\* Valuation included in Lynn.

† Valuation included in Andover.

‡ Valuation included in Danvers.

§ The Committee suppose that "the number of scholars must have been very imperfectly collected."

## ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Private Schools.	Town's share of School Fund received in 1889, according to No. children between 5 and 15 May 1, 1888.	How appropriated.
Amesbury, . . .	\$35 11	\$17 87	\$2,500 00	—	—	—	—	3	—	—	1	\$600 00	\$128 52	Schools.
Andover, . . .	37 75	21 66	3,500 00	\$14 00	\$101,600 00	—	—	370	\$6,700 00	—	3	\$750 00	196 77	"
Beverly, . . .	50 27	17 42	6,500 00	—	—	—	—	—	—	—	4	452 00	238 98	"
Boxford, . . .	32 87	19 16	900 00	—	2,185 00	\$55 00	—	60	1,350 00	—	4	130 00	45 78	"
Bradford, . . .	47 50	20 00	1,500 00	—	—	—	1	—	—	—	—	—	59 85	"
Danvers, . . .	54 26	21 16	6,100 00	—	—	300 00	—	—	—	—	5	127 53	185 85	"
Essex, . . .	41 24	16 73	1,500 00	—	—	—	—	—	—	—	—	—	60 27	"
Georgetown, . . .	55 00	20 00	2,000 00	—	—	—	—	—	—	—	4	1,400 00	82 74	"
Gloucester, . . .	53 91	16 14	10,090 00	—	—	—	—	—	—	—	—	—	427 35	"
Groveland, . . .	45 00	20 53	897 99	—	—	—	1	24	450 00	—	—	—	54 39	"
Hamilton, . . .	29 60	17 24	500 00	—	—	—	—	—	—	—	—	110 00	29 11	"
Haverhill, . . .	56 03	21 64	9,000 00	—	—	—	—	—	—	—	1	200 00	325 08	"
Ipswich, . . .	49 81	17 36	3,100 00	—	—	521 18	—	—	—	—	3	1,300 00	128 94	"
Lawrence, . . .	98 87	29 22	19,000 00	—	4,000 00	—	—	—	—	—	4	700 00	548 10	Apparat., &c.
Lynn, . . .	90 90	27 70	27,772 96	—	—	—	—	—	—	—	7	1,500 00	660 87	Schools.
Lynnfield, . . .	45 00	21 22	900 00	—	—	—	—	—	—	—	—	—	33 81	"
Manchester, . . .	57 22	16 14	1,600 00	—	—	—	—	—	—	—	1	370 00	74 76	"
Marblehead, . . .	52 78	17 98	7,500 00	—	—	—	—	1	600 00	—	4	750 00	279 09	"
Methuen, . . .	47 39	19 77	2,500 00	—	5,000 00	—	—	30	—	—	2	60 00	97 02	Town Treas.
Middleton, . . .	37 50	21 17	750 00	—	—	—	—	—	—	—	—	—	41 79	Schools.
Nahant, . . .	58 33	22 75	1,300 00	—	—	—	—	—	—	—	—	—	14 07	Town Treas.
Newbury, . . .	35 00	17 31	1,100 00	—	17,000 00	—	—	30	215 00	—	—	—	60 48	Schools.
Newburyport, . . .	68 70	18 90	12,600 00	—	65,000 00	3,900 00	—	75	—	—	10	200	542 43	"

	43 69	20 53	2,300 00	-	700 00	42 00	-	-	-	2	40	900 00	99 75	Schools.
North Andover,	29 60	22 35	2,500 00	-	-	-	-	-	-	-	-	-	144 27	"
Rockport, . .	-	16 25	900 00	-	-	-	-	-	-	-	60	80 00	50 82	"
Rowley, . . .	89 85	20 17	23,022 60	-	-	-	-	-	-	26	772	12,313 00	719 88	General purposes.
Salem, . . .	31 50	16 05	2,500 00	-	-	-	-	-	-	4	110	95 00	136 29	Schools.
Salisbury, . .	-	23 50	1,800 00	-	-	-	-	-	-	-	-	-	80 85	"
Saugus, . . .	70 44	28 84	8,914 00	-	2,000 00	180 00	335 17	-	-	1	25	250 00	246 33	"
South Danvers,	75 00	20 50	2,000 00	-	-	-	-	-	-	-	-	-	66 15	"
Swampscott, .	36 50	14 80	610 00	37 00	-	-	-	-	-	1	60	12 32	44 61	"
Topsfield, . .	35 62	17 10	800 00	-	-	-	-	-	-	-	-	-	49 35	"
Wenham, . . .	39 33	19 50	1,200 00	-	-	-	-	-	-	5	120	285 00	90 09	"
West Newbury,														
Totals, . . .	\$50 99	\$19 96	\$169,657 55	\$51 00	\$197,485 00	\$9,197 00	\$1,292 85	8	589	94	2659	\$23,984 85	\$6,044 44	

## MIDDLESEX COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.						
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.		
																				Males.	Females.
Acton, . . .	1,678	\$541,225 00	9	336	413	272	365	19	94	384	—	—	16	6	3	51.05	29.13	80.18			
Ashby, . . .	1,176	580,860 00	9	203	258	163	215	9	52	257	—	9	—	—	9	9	24.18	26.12	51.10		
Ashland, . .	1,308	407,121 00	8	241	282	208	244	19	41	302	—	7	1	7	1	7	20.15	22.18	43.13		
Bedford, . .	986	350,999 00	6	171	180	136	159	9	28	191	—	6	3	3	3	3	25.10	18.15	44.05		
Belmont, . .	*	*	5	203	203	145	148	3	35	173	2	3	2	2	2	2	26.05	26.05	52.10		
Billerica, . .	1,772	870,595 00	11	324	346	254	280	27	30	346	—	10	1	10	1	10	35.07	36.13	72		
Boxborough, .	413	239,712 00	4	82	104	76	98	12	19	99	—	4	3	1	1	1	10	11.02	21.02		
Brighton, . .	2,895	1,634,725 00	9	616	659	567	552	18	43	673	3	11	3	11	3	11	49.10	49.10	99		
Burlington, .	564	287,868 00	5	87	81	58	61	8	11	104	—	2	1	2	1	2	12	9.10	21.10		
Cambridge, . .	20,473	10,608,787 70	46	4,958	4,798	3,669	3,690	—	364	4,391	10	71	10	74	4	241	276	517			
Carlisle, . . .	630	323,524 00	5	126	130	109	111	7	21	120	—	5	1	4	1	14.05	14.15	29			
Charlestown, .	21,742	8,624,690 00	38	5,555	5,032	3,519	3,443	11	172	4,302	12	68	12	68	6	238	238	476			
Chelmsford, .	2,140	958,369 00	12	401	463	324	374	19	62	470	—	13	6	6	6	38	41	79			
Concord, . . .	2,251	1,262,303 20	11	389	398	315	313	12	42	437	1	10	1	10	1	54.05	54.05	108.10			
Dracut, . . .	1,966	700,182 00	11	343	355	251	298	17	51	295	—	11	6	5	5	37	38	75			
Dunstable, . .	533	361,061 00	5	78	111	65	96	5	38	71	—	5	—	5	—	12.14	14.09	27.03			
Frammingham, .	4,676	1,910,613 00	18	793	717	675	610	36	63	805	2	19	2	19	2	42.10	90	132.10			
Groton, . . .	2,745	1,451,025 00	17	525	600	404	501	38	90	606	—	14	12	4	4	44.02	59.08	103.10			
Holliston, . .	2,894	821,596 00	16	654	730	560	579	40	83	687	1	15	5	10	5	55.15	57.10	113.05			
Hopkinton, . .	3,934	887,091 50	14	721	766	512	632	35	90	752	1	13	2	13	2	61.15	38	99.15			
Lexington, . .	2,549	1,170,428 00	9	377	357	283	298	3	53	370	1	8	1	8	1	39.10	32.07	71.17			
Lincoln, . . .	721	482,822 00	3	104	108	85	95	5	11	101	1	1	2	1	2	15.10	11.15	27.05			
Littleton, . .	985	471,879 00	7	162	197	133	166	13	50	168	—	7	3	4	4	20.07	26.17	47.04			

## SCHOOL RETURNS.

ix

Lowell, . . .	37,553	16,866,919	10	60	7,374	7,113	4,234	4,458	948	709	5,172	13	88	13	88	294	351	645
Malden, . . .	4,591	1,731,662	40	19	1,162	1,061	932	881	22	62	1,087	2	20	3	19	95	95	190
Marlborough, . .	4,288	1,172,267	00	18	747	880	574	697	51	176	875	1	16	10	7	55.07	58.01	113.08
Medford, . . .	4,605	2,409,333	00	13	880	889	728	729	-	75	875	3	13	3	13	71.10	71.10	143
Melrose, . . .	1,976	505,098	00	10	486	450	375	337	16	18	492	1	10	1	10	44.05	53.15	98
Natick, . . .	4,138	916,210	00	16	876	822	734	678	64	79	884	2	15	3	14	61	61	122
Newton, . . .	6,768	3,157,340	00	23	1,276	1,302	1,079	1,076	6	134	1,353	8	18	9	17	138	103.15	241.15
North Reading, . .	1,050	-		5	215	201	145	177	9	23	235	-	5	1	4	21	14.15	35.15
Pepperell, . . .	1,765	740,823	80	10	307	342	265	291	28	90	349	-	10	2	8	27.10	26.05	53.15
Reading, . . .	2,522	1,071,042	00	13	494	504	395	413	27	56	553	2	11	2	11	73	35.05	108.05
Sherborn, . . .	1,071	516,983	00	9	278	289	234	257	8	30	232	1	7	3	6	27.15	29.03	56.18
Shirley, . . .	1,479	569,910	00	9	273	301	252	213	3	68	275	-	8	5	4	29.08	29.01	58.09
Somerville, . . .	5,806	2,102,631	00	21	1,469	1,468	1,078	1,087	-	79	1,330	6	21	6	21	115.15	131.07	247.02
South Reading, . .	2,758	755,019	00	12	608	557	464	433	30	43	660	3	10	3	10	79.16	43.06	123.02
Stoneham, . . .	2,518	481,862	00	11	560	364	423	275	38	54	553	1	11	1	8	72.10	20	92.10
Stowe, . . .	1,485	623,390	00	7	270	355	192	305	-	-	310	-	6	3	4	22	21.15	43.15
Sudbury, . . .	1,673	915,867	00	6	316	333	240	249	15	43	283	-	7	3	4	22.18	22.08	45.06
Tewksbury, . . .	1,719	616,308	00	7	210	224	167	189	22	28	210	-	7	3	4	23.05	22.16	46.01
Townsend, . . .	2,096	855,970	00	15	371	457	315	399	22	102	417	-	14	8	7	35.15	38.02	73.17
Tyngsborough, . .	714	492,830	00	8	171	202	144	162	6	61	140	1	7	3	5	22.14	23.04	45.18
Waltham, . . .	6,049	2,778,446	50	18	1,003	1,029	824	854	46	114	1,047	2	18	4	16	85	85	170
Watertown, . . .	8,578	2,351,583	20	10	589	551	446	485	3	7	627	2	9	2	9	60	40	100
Wayland, . . .	1,178	479,084	00	6	220	185	198	152	12	27	258	-	6	1	4	22.15	23.05	46
W. Cambridge, . .	2,670	1,671,644	10	5	376	379	298	312	-	33	408	2	6	2	6	25	25	50
Westford, . . .	1,586	814,078	00	10	256	337	187	276	24	66	300	-	10	7	3	31.03	28.05	59.08
Weston, . . .	1,205	708,876	00	7	234	233	202	200	16	37	216	1	7	1	6	30	28.08	58.08
Wilmington, . . .	958	399,643	00	5	144	154	107	115	11	7	152	-	5	-	5	18	16.08	34.08
Winchester, . . .	1,801	649,346	00	9	411	370	335	275	7	35	405	1	9	2	8	40.10	40.10	81
Woburn, . . .	5,451	1,962,577	00	17	1,092	1,088	861	847	23	99	1,112	2	19	4	18	77.04	77.04	154.08
Totals, . . .	194,082	\$83,264,719	50	657	40,117	39,728	29,211	30,150	1,822	3,898	36,914	88	722	190	629	4.08	4.06	8.14

\* Incorporated 1853.

BOARD OF EDUCATION:

## MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1859, according to No. children between 5 and 15 May 1, 1858.	How appropriated.
Acton, . . .	\$41 00	\$16 66	\$1,700 00	-	-	-	-	-	-	-	-	-	-	\$81 06	Schools.
Ashby, . . .	-	17 74	1,000 00	-	-	-	-	-	-	-	-	-	-	55 23	"
Ashland, . . .	48 00	22 14	1,140 00	-	-	-	-	-	-	-	-	-	-	46 62	"
Bedford, . . .	35 78	20 32	1,000 00	-	-	-	-	-	-	-	-	-	-	43 47	"
Belmont, . . .	71 43	23 81	3,000 00	-	-	-	\$93 63	-	-	-	16	1	\$112 00	-	Inclu. in Water'n
Billerica, . . .	30 00	19 00	1,500 00	\$11 00	-	-	-	-	-	\$140 00	5	1	400 00	74 13	Schools.
Boxborough, . . .	32 00	17 00	500 00	17 00	-	-	-	1	55	-	75	3	56 00	19 74	"
Brighton, . . .	93 33	23 05	5,935 51	-	-	-	-	-	-	-	-	-	-	111 93	"
Burlington, . . .	46 00	18 88	545 00	-	-	-	-	-	-	-	-	-	-	23 31	"
Cambridge, . . .	108 73	28 02	38,359 86	-	-	\$134 66	-	-	-	-	15	337	16,000 00	918 12	City Treas.
Carlisle, . . .	30 00	17 83	650 00	-	\$500 00	30 00	-	-	-	-	4	115	2,632 00	26 46	Schools.
Charlestown, . . .	116 66	32 39	39,891 74	-	5,600 00	336 00	-	-	-	-	1	30	495 00	891 03	City Treas.
Chelmsford, . . .	38 42	17 61	2,000 00	-	-	-	-	-	-	-	2	60	3,000 00	96 60	Schools.
Concord, . . .	76 20	20 48	3,300 00	-	1,500 00	94 00	-	-	-	-	2	60	3,000 00	88 83	"
Dracut, . . .	31 81	15 60	1,608 00	40 00	-	-	-	-	-	-	-	-	-	69 09	"
Dunstable, . . .	-	17 65	500 00	-	-	-	-	-	-	-	3	50	78 00	17 01	"
Frammingham, . . .	75 00	23 25	5,000 00	47 50	4,258 00	225 25	-	-	-	-	1	15	400 00	165 27	"
Groton, . . .	39 58	21 10	3,000 00	-	45,820 00	2,981 20	-	1	73	1,223 00	-	-	-	135 24	"
Holliston, . . .	51 00	22 66	3,450 00	24 00	-	-	-	1	20	200 00	-	-	-	133 35	"
Hopkinton, . . .	42 67	23 86	2,950 00	-	4,300 00	250 00	-	-	-	-	6	20	90 00	149 31	"
Hopkinton, . . .	76 18	26 00	3,700 00	-	-	-	-	-	-	-	1	12	250 00	81 27	"
Lincoln, . . .	60 00	22 50	800 00	37 00	1,209 21	53 58	-	-	-	-	-	-	-	22 68	"
Littleton, . . .	37 12	20 84	1,250 00	-	-	-	-	-	-	-	4	65	85 00	39 69	"



## SCHOOL RETURNS.

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	95 88	26 87	47,000 00	-	-	-	-	-	-	6 500	1,165 92	1,165 92	Schools.
Lowell, . . .	95 00	28 62	8,500 00	-	-	-	-	-	-	1 12	50 00	198 45	"
Malden, . . .	50 87	21 42	3,910 92	-	-	-	-	-	-	2 50	200 00	174 09	"
Marlborough, . .	72 72	27 71	8,300 00	-	2,440 00	146 40	-	-	-	3 92	2,550 00	171 99	Schools, &c.
Medford, . . .	76 19	21 58	3,575 19	-	-	-	-	-	-	-	-	91 56	Schools,
Natick, . . .	71 57	24 14	4,500 00	50 00	-	-	-	-	-	-	-	165 48	"
Newton, . . .	72 77	27 61	14,000 00	-	-	-	-	2 178	1,535 00	8 112	6,300 00	279 93	"
North Reading, . .	35 00	23 81	1,000 00	-	-	-	-	1 40	500 00	1 14	33 00	47 04	"
Pepperell, . . .	35 00	18 67	1,000 00	-	-	-	-	-	-	-	-	76 65	"
Reading, . . .	47 90	18 90	3,000 00	-	-	-	-	-	-	-	-	105 42	High School.
Sherborn, . . .	46 46	21 28	1,400 00	71 60	5,000 00	300 00	-	-	-	-	-	47 46	Schools.
Shirley, . . .	30 00	18 56	1,300 00	-	5,000 00	-	-	-	-	1 40	150 00	52 29	"
Somerville, . . .	80 85	26 11	16,000 00	-	-	-	-	-	-	1 10	1,000 00	279 30	Town Treas.
South Reading, . .	45 81	20 00	4,200 00	-	-	-	-	-	-	1 30	1,600 00	120 96	Schools.
Stoneham, . . .	76 28	22 94	3,500 00	-	-	-	-	-	-	-	-	94 50	"
Stowe, . . .	42 33	22 22	1,200 00	-	-	-	-	-	-	-	-	63 63	"
Sudbury, . . .	42 00	20 80	1,320 00	-	433 33	26 00	-	1 25	300 00	3 58	90 00	64 68	"
Tewksbury, . . .	24 00	20 36	1,000 00	-	-	-	-	-	-	-	-	43 05	"
Townsend, . . .	31 78	18 15	1,600 00	100 00	-	-	-	-	-	2 25	500 00	83 37	"
Tyngsborough, . .	30 74	16 25	900 00	-	2,222 22	111 11	-	-	-	1 124	60 00	28 56	"
Waltham, . . .	72 50	22 00	7,000 00	-	-	-	-	-	-	4 65	1,000 00	212 52	"
Watertown, . . .	100 00	26 67	4,500 00	-	-	-	-	-	-	1 20	200 00	150 36	"
Wayland, . . .	35 00	20 00	1,100 00	-	200 00	12 00	-	-	-	-	-	47 04	"
W. Cambridge, . .	90 00	23 60	3,037 80	-	5,354 00	291 24	-	-	-	1 78	2,216 72	95 97	"
Westford, . . .	34 06	16 40	1,400 00	-	16,000 00	-	-	1 62	650 00	-	-	45 15	"
Weston, . . .	50 00	18 48	1,450 00	22 50	-	-	-	-	-	-	-	33 60	"
Wilmington, . . .	-	20 00	750 00	-	-	-	-	-	-	-	-	80 22	"
Winchester, . . .	84 00	24 81	3,500 00	32 00	-	-	-	-	-	-	-	237 93	"
Woburn, . . .	90 44	21 68	6,284 00	-	14,000 00	840 00	-	1 50	250 00	2 90	400 00	-	"
Totals, . . .	\$57 96	\$21 69	\$279,008 02	452 60	\$113,836 76	\$6,131 44	\$93 63	9	503 \$1,798 00	81 2138	\$41,146 64	\$7,618 17	

## WORCESTER COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Ashburnham, .	2,211	\$681,420 00	14	401	485	338	430	18	107	475	—	14	7	7	36.04	38.09	74.13
Athol, . . .	2,395	639,384 00	16	565	530	516	467	22	65	490	2	12	6	13	41.05	49	90.05
Auburn, . . .	885	399,896 00	7	141	187	101	143	15	32	151	—	6	2	4	18.15	14	32.15
Barre, . . .	2,787	1,430,964 00	20	500	599	478	545	37	78	526	2	18	9	13	56	60.15	116.15
Berlin, . . .	978	276,330 00	5	171	247	154	219	9	69	210	—	5	3	2	14.15	13.05	28
Blackstone, .	5,353	1,705,166 00	16	808	853	662	628	69	68	1,022	4	14	8	9	65.10	65	130.10
Bolton, . . .	1,256	525,254 00	9	222	302	187	255	15	58	292	2	9	6	5	29.10	30.17	60.07
Boylston, . .	835	450,982 60	6	145	261	117	188	11	53	153	—	6	5	2	17.15	16.16	34.11
Brookfield, .	2,007	632,064 00	11	366	428	297	361	21	71	380	—	10	3	9	31.05	33.15	65
Charlton, . .	2,059	942,701 00	13	392	466	313	382	41	80	395	1	13	10	3	38.05	42.19	81.04
Clinton, . . .	3,636	909,148 00	10	643	545	403	418	12	32	620	1	9	—	11	67.09	32.19	100.08
Dana, . . .	824	211,123 00	6	180	210	155	192	12	29	214	—	6	3	3	17.15	17.05	35
Douglas, . .	2,323	678,709 00	10	405	428	287	349	18	42	477	—	10	6	3	26.12	31.16	58.08
Dudley, . . .	1,523	651,391 00	9	297	359	228	295	15	33	372	—	8	4	5	24.15	32	56.15
Fitchburg, .	6,486	2,039,864 60	27	1,175	1,222	937	1,006	75	171	1,267	4	25	4	24	107	107.05	214.05
Gardner, . .	2,183	558,389 60	12	462	500	395	421	8	72	509	—	12	2	10	38.11	40.13	79.04
Grafton, . .	4,409	1,356,063 00	18	736	801	606	643	51	84	1,005	1	18	5	14	74.10	59.15	134.05
Hardwick, .	1,535	829,396 00	11	249	308	198	257	16	70	300	—	11	3	8	42.18	33.14	76.12
Harvard, . .	1,532	741,352 00	10	287	318	237	278	20	80	286	—	10	9	2	30.06	30.17	61.03
Holden, . . .	2,114	787,834 50	13	334	442	270	363	28	99	441	—	12	4	8	31.16	41.10	73.06
Hubbardston, .	1,744	643,503 00	15	327	429	298	396	23	103	373	—	14	7	8	36.12	38.01	74.13
Lancaster, .	1,728	674,224 00	11	315	318	245	284	18	44	350	—	11	8	4	37.11	33.08	70.19
Leicester, . .	2,589	1,219,330 00	13	470	534	365	404	6	4	503	1	12	4	9	44	48	92
Leominster, .	3,201	1,244,051 10	16	761	676	588	574	32	128	752	1	18	8	7	80.11	39.05	119.16

## SCHOOL RETURNS.

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Lunenburg, . .	1,224	636,547	00	9	206	257	170	217	24	81	220	-	9	5	4	22	23.15	45.15
Mendon, . . .	1,381	668,839	60	8	271	300	217	236	21	46	242	1	6	1	7	29.05	24.08	53.13
Milford, . . .	7,489	1,144,721	00	17	1,383	1,481	1,048	1,098	143	130	1,444	1	23	2	22	56.10	80.15	137.05
Millbury, . .	8,286	985,030	00	13	630	578	457	483	33	65	631	1	11	2	13	40.10	45.10	86
New Braintree, . .	775	554,624	00	8	147	204	126	170	88	31	155	-	8	2	6	22	22.10	44.10
Northborough, . .	1,602	625,596	00	8	280	315	237	265	13	73	265	1	8	4	3	19	19.05	38.05
Northbridge, . .	2,104	627,979	70	10	459	491	377	388	17	49	544	1	10	3	8	32.10	30.05	62.15
N. Brookfield, . .	2,307	651,332	00	13	514	580	414	481	25	75	554	1	12	5	8	35	35	70
Oakham, . . .	1,062	413,351	00	8	172	242	147	211	16	60	208	-	8	6	2	17.11	19.08	36.19
Oxford, . . .	2,808	955,645	00	14	532	572	375	411	27	74	550	3	12	2	12	51.15	45.08	97.03
Paxton, . . .	792	298,714	00	6	131	162	103	131	15	36	146	-	5	2	4	14	17.18	31.18
Petersham, . .	1,553	792,977	00	14	258	306	225	266	28	43	304	-	13	2	12	34	37.18	71.18
Phillipston, . .	799	383,141	00	7	152	221	127	190	9	53	175	-	6	5	1	16.16	18.13	35.09
Princeton, . .	1,317	631,911	00	10	210	316	181	269	15	77	278	-	10	8	2	22.12	23.17	46.09
Royalston, . .	1,469	751,008	00	13	276	389	245	350	14	84	299	-	12	8	5	30.15	32.15	62.10
Rutland, . . .	1,101	513,447	00	10	230	291	197	246	20	78	266	-	10	4	8	22.15	30.04	52.19
Shrewsbury, . .	1,636	788,836	00	8	292	280	244	239	3	41	292	-	8	1	6	27.05	22	49.05
Southborough, . .	1,604	598,407	60	9	334	367	254	305	20	96	316	-	8	3	7	30.01	36.02	66.03
Southbridge, . .	3,429	1,131,673	00	14	663	652	487	529	7	67	769	1	13	3	11	61.10	48.05	109.15
Spencer, . . .	2,527	828,611	00	12	516	584	441	497	41	101	537	1	13	5	9	43.10	44.06	87.16
Sterling, . . .	1,838	801,310	00	14	289	357	220	310	26	100	331	-	12	5	7	31.10	34.10	66
Sturbridge, . .	2,187	846,330	00	15	361	465	290	382	35	61	426	-	15	5	9	40.15	45.15	86.10
Sutton, . . .	2,718	977,822	00	15	426	547	323	437	28	84	506	-	14	10	6	39.05	47.11	86.16
Templeton, . .	2,618	877,725	00	14	500	598	411	505	18	134	464	1	14	6	9	45.18	44	89.18
Upton, . . .	2,036	601,308	00	12	359	472	296	386	26	89	342	-	11	4	8	30	31.08	61.08
Uxbridge, . . .	3,068	1,129,366	50	15	581	608	426	482	47	104	501	1	14	5	11	55.09	50.19	106.08
Warren, . . .	1,795	686,931	00	12	346	402	274	325	16	76	345	1	10	3	10	27.13	36.05	63.18
Webster, . . .	2,727	801,934	00	10	433	425	315	286	20	48	578	1	9	1	8	41.11	45.05	86.16
Westborough, . .	3,014	768,499	50	12	530	537	453	455	15	90	495	2	11	3	9	43.15	46.05	90
W. Boylston, . .	2,310	531,117	00	11	372	587	312	481	26	50	513	-	8	3	3	20	36	56
W. Brookfield, . .	1,363	528,764	00	8	254	299	209	253	9	49	282	-	8	2	6	24.15	23.15	48.10
Westminster, . .	1,980	732,784	00	13	354	422	300	361	27	82	385	-	13	7	6	34.19	34.12	69.11
Winchester, . .	2,747	918,365	00	13	456	469	385	377	21	95	493	1	13	4	6	39.03	37.03	76.06
Worcester, . .	22,286	11,085,506	70	57	3,713	3,935	2,949	3,122	375	902	4,163	6	65	7	65	302.10	310.10	613
Totals, . . .	149,545	\$55,497,794	00	730	26,982	30,159	21,610	24,642	1,784	4,996	29,582	43	705	263	496	3.06	3.07	6.13

BOARD OF EDUCATION.

## Worcester County—Continued.

TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1859, according to No. children between 5 and 15 May 1, 1858.	How appropriated.	
Ashburnham, . . .	\$28 07	\$17 33	\$1,700 00	-	-	-	-	-	-	-	-	-	-	\$200 00	\$101 01	Schools.
Athol, . . .	42 30	17 71	2,400 00	-	-	-	-	-	-	-	-	15	12 00	99 12	99 12	"
Anbun, . . .	28 00	16 60	600 00	\$30 00	-	-	-	-	-	-	-	-	-	-	32 34	"
Barre, . . .	42 25	17 80	3,300 00	-	-	-	-	-	-	-	-	-	-	-	101 85	"
Berlin, . . .	29 80	19 44	600 00	-	\$520 00	\$31 20	-	-	-	-	-	-	-	-	39 69	"
Blackstone, . . .	42 82	19 12	3,500 00	-	-	-	\$288 00	-	-	-	-	-	-	-	206 22	"
Bolton, . . .	37 61	19 16	1,144 35	-	12,000 00	720 00	-	-	-	-	-	1 50	35 32	55 65	55 65	"
Boylston, . . .	24 92	14 41	600 00	16 00	-	-	-	-	-	-	-	-	-	-	29 82	"
Brookfield, . . .	30 65	20 05	1,500 00	-	-	-	-	-	-	-	-	4 39	270 00	81 48	81 48	"
Charlton, . . .	24 50	15 09	1,500 00	-	1,000 00	60 00	-	-	-	-	-	1 16	225 00	78 96	78 96	"
Clinton, . . .	95 24	26 26	3,798 22	-	-	-	-	-	-	-	-	-	-	-	128 10	Town Treas.
Dana, . . .	19 50	16 77	600 00	66 50	-	-	-	-	-	-	-	-	-	-	42 00	Schools.
Douglas, . . .	37 50	20 23	1,500 00	-	1,616 66	97 00	-	-	-	-	-	1 45	600 00	82 95	82 95	"
Dudley, . . .	25 85	17 64	1,200 00	20 00	2,000 00	-	-	1 50	\$700 00	-	-	-	-	-	74 13	"
Fitchburg, . . .	67 46	20 65	7,200 00	-	-	-	-	-	-	-	-	1 30	600 00	260 61	260 61	"
Gardner, . . .	34 00	25 15	2,000 00	-	1,000 00	55 00	-	-	-	-	-	3 70	250 00	101 22	101 22	"
Grafton, . . .	44 79	21 88	4,000 00	-	1,000 00	-	60 00	-	-	-	-	3 97	700 00	185 85	185 85	"
Hardwick, . . .	31 05	17 08	1,500 00	-	200 00	12 00	-	-	-	-	-	2 63	146 22	64 26	64 26	"
Harvard, . . .	37 22	17 72	1,940 54	-	-	-	-	-	-	-	-	-	-	-	65 73	"
Holden, . . .	30 58	18 57	1,200 00	39 36	3,366 67	202 00	-	-	-	-	-	3 90	200 00	84 84	84 84	"
Hubbardston, . . .	34 71	17 97	1,528 00	-	1,200 00	72 00	-	-	-	-	-	2 50	75 00	79 38	79 38	"
Lancaster, . . .	39 67	16 50	1,800 00	78 00	1,000 00	60 00	-	-	-	-	-	2 35	830 00	75 60	75 60	"
Leicester, . . .	43 43	20 12	2,500 00	11 79	1,000 00	60 00	-	1 45	750 00	-	-	-	-	-	128 52	"
Leominster, . . .	51 39	18 01	3,323 67	-	-	-	-	1 30	540 00	-	-	-	-	-	141 33	"

## SCHOOL RETURNS.

XV

	32	20	16	96	1,000	00	35	00	-	-	127	09	-	-	-	1	23	350	00	51	03	Schools.
Lanenbury, . .	40	00	17	83	1,000	00	-	-	-	-	-	-	-	-	-	1	30	127	50	55	65	"
Mendon, . . .	98	00	23	00	6,000	00	-	-	-	-	-	-	-	-	-	3	70	900	00	253	47	"
Milford, . . .	80	00	21	13	2,800	00	-	-	-	-	-	-	-	-	-	-	-	-	-	145	32	"
New Braintree, .	29	00	17	92	800	00	-	-	-	-	-	-	-	-	-	-	-	-	-	29	30	"
Northborough, .	47	00	20	63	1,300	00	-	-	-	-	-	-	-	-	-	3	50	437	00	58	17	"
Northbridge, . .	43	33	23	50	1,750	00	-	-	-	-	-	-	-	-	-	2	70	120	00	98	28	"
N. Brookfield, .	56	70	18	73	2,500	00	-	-	-	-	-	-	-	-	-	-	-	-	-	106	05	"
Oakham, . . . .	25	27	14	14	700	00	-	-	-	-	-	-	-	-	-	2	60	165	00	44	31	"
Oxford, . . . .	45	88	17	65	2,500	00	52	00	-	-	-	-	-	-	-	-	-	-	-	99	75	"
Paxton, . . . .	32	00	16	35	600	00	-	-	-	-	-	-	-	-	-	1	25	75	00	30	66	"
Petersham, . . .	30	50	16	45	1,200	00	-	-	736	02	44	16	-	-	-	1	50	600	00	72	24	"
Phillipston, . .	28	67	15	29	700	00	32	00	-	-	-	-	-	-	-	-	-	-	-	38	01	"
Princeton, . . .	27	00	16	32	1,000	00	-	-	-	-	-	-	-	-	-	-	-	-	-	55	44	"
Royalston, . . .	28	05	15	64	1,200	00	50	00	1,300	50	81	00	-	-	-	3	81	185	00	66	15	"
Rutland, . . . .	32	28	17	25	1,000	00	40	00	-	-	-	-	-	-	-	2	60	150	00	52	50	"
Shrewsbury, . .	37	45	21	37	1,200	00	-	-	-	-	-	-	-	-	-	-	-	-	-	57	75	"
Southborough, .	38	85	26	10	1,900	00	381	00	-	-	-	-	-	-	-	-	-	-	-	70	56	"
Southbridge, . .	48	82	19	28	2,700	00	90	80	-	-	-	-	-	-	-	-	-	-	-	161	28	"
Spencer, . . . .	36	90	18	12	2,100	00	35	00	436	67	26	20	-	-	-	-	-	-	-	108	57	"
Sterling, . . . .	40	00	18	75	1,500	00	50	00	-	-	-	-	-	-	-	1	-	2,500	00	66	99	"
Sturbridge, . . .	21	47	15	18	1,500	00	100	00	-	-	-	-	-	-	-	1	80	215	00	87	15	"
Sutton, . . . . .	32	33	20	33	2,000	00	-	-	1,940	40	114	03	-	-	-	3	90	200	00	109	62	"
Templeton, . . .	42	56	20	14	2,400	00	-	-	-	-	-	-	-	-	-	1	14	125	00	93	87	"
Upton, . . . . .	45	00	20	30	1,700	00	-	-	-	-	-	-	-	-	-	-	-	-	-	75	39	"
Uxbridge, . . . .	34	32	18	27	2,500	00	-	-	-	-	-	-	-	-	-	-	-	-	-	122	64	"
Warren, . . . . .	39	56	19	55	1,800	00	-	-	-	-	-	220	00	-	-	-	-	-	-	66	78	"
Webster, . . . .	60	00	20	00	2,400	00	-	-	-	-	-	-	-	-	-	3	99	102	00	117	18	Town Treas.
Westborough, . .	50	32	22	40	2,600	00	-	-	-	-	-	-	-	-	-	-	-	-	-	99	12	Schools.
W. Boylston, . .	44	00	21	38	1,500	00	100	00	-	-	-	-	-	-	-	2	90	100	00	89	21	"
W. Brookfield, .	35	63	18	00	1,100	00	-	-	-	-	-	-	-	-	-	3	60	170	00	65	31	"
Westminster, . .	31	73	18	70	1,600	00	-	-	-	-	-	-	-	-	-	-	-	-	-	73	50	"
Winchendon, . .	42	47	22	47	2,200	00	12	00	-	-	-	-	-	-	-	1	35	25	00	98	07	"
Worcester, . . .	82	59	27	95	31,250	00	-	-	-	-	-	-	-	-	-	4	120	4,500	00	856	38	"
Totals, . . . . .	\$40	74	\$19	11	\$141,024	78	\$1,239	45	\$29,316	92	\$1,634	59	\$771	09	7	62	1707	\$15,190	04	\$6,016	36	

## HAMPSHIRE COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 14 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Sum'r.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	Males.	Females.				Males.	Females.					
Amherst, . . .	2,937	\$1,187,267 00	12	475	529	390	446	22	78	649	—	12	4	8	48.15	37.02	85.17
Belchertown, . .	2,698	830,356 00	20	486	589	433	491	34	147	505	1	20	11	9	58	62	120
Chesterfield, . .	950	384,115 00	10	163	176	122	141	5	38	167	—	10	7	3	37.05	29	66.05
Cummington, . .	1,004	375,196 00	9	205	203	164	170	16	41	177	—	9	3	6	33.07	27	60.07
Easthampton, . .	1,386	434,564 00	7	216	227	169	176	15	17	286	—	7	—	7	29	23	52
Enfield, . . .	1,036	450,684 00	8	192	208	147	169	10	29	231	—	8	4	4	22.15	26.03	48.18
Goshen, . . .	471	178,995 00	5	106	106	68	68	13	9	84	—	4	2	1	12.10	14.02	26.12
Granby, . . .	1,001	395,537 00	9	179	183	123	152	17	16	185	—	9	1	8	30.08	29	59.08
Greenwich, . . .	803	228,570 00	7	119	192	100	112	5	34	114	—	7	1	6	18.05	23.05	41.10
Hadley, . . .	1,928	904,424 00	14	338	370	320	312	14	16	373	—	11	1	13	41.15	49.11	91.06
Hatfield, . . .	1,162	706,290 00	7	203	244	167	209	12	39	243	—	6	1	5	28	19.10	47.10
Huntington, . . .	1,172	241,678 00	9	229	255	177	208	14	20	242	—	9	3	7	29	24.05	53.05
Middlefield, . . .	677	299,904 00	10	123	150	93	121	12	20	130	—	7	5	3	18.08	29.06	47.14
Northampton, . .	5,819	2,504,144 00	27	1,029	1,055	723	752	20	130	1,195	4	32	5	27	164.19	138	302.19
Pelham, . . .	789	214,606 00	8	173	209	138	165	19	33	167	—	8	4	4	18.15	22.01	40.16
Plainfield, . . .	652	286,006 00	10	151	143	111	121	10	31	115	—	10	3	6	26	24.10	50.10
Prescott, . . .	643	253,561 00	6	118	156	92	114	5	33	134	—	6	3	3	18	18.02	36.02
South Hadley, . .	2,051	663,482 00	12	395	447	323	365	18	51	404	1	11	3	13	32.10	39.10	72
Southampton, . .	1,195	377,282 00	7	173	191	122	144	5	15	223	—	7	—	7	30.01	26.06	56.07
Ware, . . .	3,498	1,108,228 00	16	542	568	417	461	17	52	717	3	13	7	8	69.11	48.06	117.17
Westhampton, . .	670	215,719 00	7	79	98	64	79	8	14	109	—	5	2	4	18	18.15	36.15
Williamsburg, . .	1,831	647,359 00	11	353	385	285	317	10	50	352	1	10	3	7	40.06	31.10	71.16
Worthington, . .	1,112	443,273 00	12	226	246	172	203	15	45	220	—	12	7	5	45.10	38.06	83.16
Totals, . . .	35,485	\$13,331,240 00	243	6,273	6,930	4,920	5,496	316	958	7,022	10	233	80	164	3.12	3.06	6.18

## SCHOOL RETURNS.

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TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools.	Amount of Teachers' wages of Teachers, fuel and care of fires.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of surplus income appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academics.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academics.	No. of unincorporated Academics and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academics and Private Schools.	Town's share of School Fund received in 1889, according to No. children between 5 and 15, May 1, 1888.	How appropriated.
Amherst, . . .	\$36 62	\$19 49	\$2,000 00	\$2,000 00	—	\$600 00	\$36 00	—	1	70	\$1,400 00	4	61	\$1,689 00	\$131 04	Schools.
Belchertown, . .	33 62	16 11	2,400 00	2,400 00	\$171 00	—	—	—	—	—	—	3	78	115 00	114 66	"
Chesterfield, . .	20 77	13 60	700 00	700 00	475 00	600 00	36 00	—	—	—	—	1	20	65 00	37 17	"
Cummington, . .	22 67	16 26	600 00	600 00	200 00	—	—	\$150 00	—	—	—	—	—	—	38 64	"
Easthampton, . .	—	18 14	1,000 00	1,000 00	50 00	—	—	—	1	200	4,800 00	1	10	120 00	53 13	"
Enfield, . . .	21 86	16 00	800 00	800 00	—	—	—	—	—	—	—	1	16	130 75	47 67	"
Goshen, . . .	25 00	16 25	350 00	350 00	200 00	—	—	—	—	—	—	1	25	100 00	18 27	"
Granby, . . .	25 00	18 88	1,000 00	1,000 00	—	—	—	—	—	—	—	1	28	250 00	38 43	"
Greenwich, . . .	20 00	15 39	700 00	700 00	—	—	—	—	—	—	—	—	—	—	28 14	"
Hadley, . . .	24 00	18 00	1,800 00	1,800 00	—	—	—	—	1	40	200 00	—	—	—	83 16	"
Hatfield, . . .	41 18	22 54	1,200 00	1,200 00	—	—	—	—	—	—	—	—	—	—	42 00	Expen. of Superin.
Huntington, . .	28 00	18 21	800 00	800 00	306 00	—	—	—	—	—	—	1	22	220 00	49 35	Schools.
Middlefield, . .	17 65	13 00	500 00	500 00	213 00	—	—	90 08	—	—	—	3	70	117 00	26 88	"
Northampton, . .	44 53	18 63	7,000 00	7,000 00	—	2,906 87	195 37	—	—	—	—	4	65	1,540 00	269 64	"
Pelham, . . .	20 25	14 00	550 00	550 00	42 00	—	—	—	—	—	—	—	—	—	36 51	"
Plainfield, . . .	24 33	13 36	450 00	450 00	500 00	—	—	—	—	—	—	1	35	100 00	22 05	"
Prescott, . . .	28 00	13 97	450 00	450 00	105 00	—	—	—	—	—	—	—	—	—	26 67	"
South Hadley, . .	49 00	18 00	2,500 00	2,500 00	—	—	—	—	—	—	—	—	—	—	88 20	"
Southampton, . .	—	17 20	750 00	750 00	—	—	—	—	1	27	264 25	1	20	128 00	45 57	"
Ware, . . .	40 20	17 85	3,100 00	3,100 00	—	—	—	—	—	—	—	—	—	—	152 46	"
Westhampton, . .	20 00	17 20	500 00	500 00	281 50	—	—	—	—	—	—	—	—	—	23 52	"
Williamsburg, . .	44 58	18 62	1,000 00	1,000 00	670 00	5,100 00	378 00	—	—	—	—	—	—	—	61 95	"
Worthington, . .	24 71	18 31	630 00	630 00	739 09	1,848 67	110 92	146 98	—	—	—	1	35	260 00	49 56	"
Totals, . . .	\$29 14	\$16 91	\$30,780 00	\$3,982 59	\$11,055 51	\$756 29	\$387 06	4	337	\$8,664 25	24	485	\$4,972 75	\$1,481 70		

## HAMPDEN COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Sum'r.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Agawan, . . .	1,543	*	9	233	273	170	216	17	21	295	1	9	3	6	34.05	34.10	68.15
Blandford, . .	1,271	\$516,896 00	10	274	250	207	179	23	66	255	—	14	5	7	43.03	39.08	82.11
Brimfield, . .	1,343	672,008 00	10	191	239	157	203	12	35	245	—	10	4	7	29.05	33.10	62.15
Chester, . . .	1,255	423,265 00	14	216	290	163	232	13	58	286	—	11	4	9	41	35	76
Chicopee, . . .	7,576	3,442,597 00	22	1,129	1,139	796	860	25	146	1,227	3	26	4	26	128.05	78	206.05
Granville, . .	1,316	384,110 00	9	193	215	139	169	17	31	260	—	9	7	2	28	24	52
Holland, . . .	392	141,897 00	4	56	102	42	84	6	19	85	—	3	3	1	8.05	11.05	19.10
Holyoke, . . .	4,639	1,812,854 00	13	599	668	465	529	22	45	819	2	13	4	11	72.15	72.15	145.10
Longmeadow, .	1,348	845,966 00	11	215	245	181	202	11	40	235	—	9	5	7	33.11	40	73.11
Ludlow, . . .	1,191	459,837 00	10	248	290	193	224	16	36	293	—	10	5	5	32.09	32.18	65.07
Monson, . . .	2,942	916,185 60	17	414	522	319	427	21	91	493	—	17	10	7	47	54	101
Montgomery, .	413	159,691 00	5	68	86	48	65	1	11	84	—	4	1	4	17.12	15.05	32.17
Palmer, . . .	4,012	1,208,435 67	18	614	678	467	550	34	31	797	1	16	7	11	56.10	51.15	108.05
Russell, . . .	677	167,528 00	7	120	112	89	86	14	8	135	—	7	1	5	21.15	17	38.15
Southwick, . .	1,130	523,318 00	10	188	261	129	192	14	52	200	1	9	4	6	39	37	76
Springfield, . .	13,788	6,375,453 50	†37	2,638	2,455	1,832	1,840	31	316	2,505	6	47	7	48	194.05	189	383.05
Tolland, . . .	603	202,555 00	8	112	90	88	68	14	12	130	—	8	2	3	33.05	16.15	50.00
Wales, . . .	713	217,938 00	6	107	175	87	137	6	29	137	—	5	3	3	13	17	30
Westfield, . . .	4,575	1,563,758 00	25	829	823	620	653	32	59	888	2	22	6	17	97.05	70.05	167.10
W. Springfield, .	2,090	1,661,640 50	11	339	352	216	260	13	29	361	—	13	—	11	49.05	46.10	95.15
Wilbraham, . .	2,035	923,287 50	13	333	401	232	300	10	52	417	—	13	8	5	56.05	43.14	99.19
Totals, . . .	54,852	\$22,621,220 77	269	9,116	9,666	6,640	7,476	352	1,187	10,147	15	275	93	201	4.00	3.11	7.11

\* Valuation included in W. Springfield.

† Also an Adult Evening School kept three months in winter.



## SCHOOL RETURNS.

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## HAMPDEN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools.	Amount of board, fuel, and care of Teachers, including wages of Teachers.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools.	No. of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1859, according to No. children between 5 and 15 May 1, 1858.	How appropriated.
Agawam, . . .	\$22 67	\$14 47	\$1,100 00	\$128 00	\$128 00	—	\$150 00	\$193 30	—	—	—	—	—	\$160 00	\$59 01	Schools.
Blanford, . . .	23 00	14 81	600 00	445 59	445 59	\$2,500 00	\$150 00	—	—	—	—	—	—	—	54 39	"
Brimfield, . . .	22 23	17 67	1,200 00	100 00	100 00	10,000 00	700 00	—	1	35	—	—	—	—	57 54	"
Chester, . . .	26 15	16 70	800 00	640 00	640 00	700 00	42 00	—	—	—	—	—	—	78 50	56 91	"
Chicopee, . . .	70 06	20 26	6,965 00	—	—	—	—	595 49	—	—	—	—	—	—	256 20	"
Granville, . . .	28 00	18 00	650 00	416 00	416 00	222 22	—	188 00	—	—	—	—	—	240 00	56 91	"
Holland, . . .	20 07	12 05	225 00	25 00	25 00	—	13 33	—	—	—	—	—	—	—	19 11	"
Holyoke, . . .	58 54	19 12	4,000 00	—	—	—	—	—	—	—	—	—	—	—	170 10	"
Longmeadow, . . .	37 25	18 25	1,650 00	—	—	1,131 00	67 86	—	—	—	—	—	—	—	52 92	"
Ludlow, . . .	23 20	14 80	814 00	370 00	370 00	—	—	—	—	—	—	—	—	700 00	59 85	"
Monson, . . .	27 72	17 48	1,800 00	508 00	508 00	6,000 00	360 00	—	1	83	1,259 25	—	—	—	98 49	"
Montgomery, . . .	20 00	14 49	300 00	195 00	195 00	—	—	—	—	—	—	—	—	55 00	14 91	"
Palmer, . . .	31 50	19 94	2,000 00	342 00	342 00	825 00	49 50	—	—	—	—	—	—	100 00	175 11	"
Russell, . . .	15 11	15 00	400 00	551 00	551 00	—	—	—	—	—	—	—	—	—	25 83	"
Southwick, . . .	28 83	13 13	—	433 00	433 00	15,618 01	937 08	167 80	—	—	—	—	—	—	—	Not received.
Springfield, . . .	82 14	21 83	18,000 00	—	—	7,082 67	424 96	135 00	—	—	—	—	—	2,500 00	561 75	Schools.
Tolland, . . .	27 17	9 56	400 00	345 50	345 50	—	—	30 00	—	—	—	—	—	—	24 20	"
Wales, . . .	25 50	12 69	400 00	57 00	57 00	—	—	—	—	—	—	—	—	—	30 87	To pay Sch'l Com.
Westfield, . . .	31 75	18 05	4,500 00	262 50	262 50	—	—	—	1	100	2,000 00	—	—	—	188 58	Schools.
W. Springfield, . . .	—	18 12	1,200 00	40 00	40 00	13,500 00	810 00	—	—	—	—	—	—	225 00	79 88	"
Wilbraham, . . .	30 25	17 68	1,800 00	311 50	311 50	—	—	85 00	1	175	3,165 00	—	—	120 00	93 03	"
Totals, . . .	\$32 71	\$16 39	\$18,801 00	5,080 09	5,080 09	\$57,578 90	\$3,554 73	\$1,394 59	4	393	\$6,421 25	19	402	\$4,178 50	\$2,135 12	

## FRANKLIN COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 15 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.						
				In Sum'm.		In Winter.					In Sum'm.		In Winter.		SUMMER.		WINTER.		Summer, Mos. Days	Winter, Mos. Days	Total. Mos. Days.
											Males.	Females.	Males.	Females.	Mos. Days	Mos. Days	Days.				
Ashfield, . . .	1,342	\$525,901 00	14	233	267	193	229	12	60	281	—	14	2	11	43.05	42.10	85.15				
Barnardston, . .	908	375,366 00	6	175	199	137	168	13	22	204	—	6	1	5	22.05	18.10	40.15				
Buckland, . . .	1,614	227,773 00	12	300	337	242	273	23	41	367	—	10	2	9	31.09	38.05	69.14				
Charlemont, . .	1,113	361,311 00	9	151	229	118	185	10	42	212	—	7	6	3	22	21.18	43.18				
Coleraine, . . .	1,604	642,893 00	17	360	476	293	390	20	85	382	—	15	1	11	43.15	54.05	98				
Conway, . . .	1,784	679,492 00	16	298	311	238	274	17	39	356	—	15	3	12	48	43.04	91.04				
Deerfield, . . .	2,768	1,009,306 00	18	504	606	409	504	24	114	603	1	17	5	15	64.15	69	133.15				
Erving, . . .	471	154,821 00	4	100	115	84	94	7	22	101	2	2	2	2	9.10	11.10	21.00				
Gill, . . .	733	293,207 00	6	148	168	126	146	7	31	157	—	6	1	5	19	17.18	36.18				
Greenfield, . .	2,945	1,072,889 00	12	560	526	445	449	17	40	600	1	15	3	13	57.10	40.10	98				
Hawley, . . .	774	273,212 00	11	148	178	130	156	9	41	137	—	10	7	3	27.19	29	56.19				
Heath, . . .	741	263,640 00	8	133	169	95	141	10	48	147	—	8	6	1	25.15	19.04	44.19				
Leverett, . . .	982	266,704 00	9	200	242	175	198	13	39	234	—	8	3	6	21.11	24.11	46.02				
Leyden, . . .	653	199,268 00	5	121	171	95	140	3	28	148	—	5	3	2	14.15	15.15	30.10				
Monroe, . . .	217	60,538 00	4	61	73	48	48	7	13	53	—	4	1	2	9.01	5.15	14.16				
Montague, . . .	1,509	447,222 00	12	314	359	254	314	21	68	361	—	11	6	7	35.03	33	68.03				
New Salem, . .	1,221	410,657 00	12	210	270	172	226	20	47	230	—	11	—	12	33.07	36.12	69.19				
Northfield, . .	1,951	726,681 00	14	381	454	267	346	31	71	380	—	14	3	11	46	38	84				
Orange, . . .	1,753	686,974 00	14	323	419	280	355	29	76	329	—	14	4	10	36.05	38.09	74.14				
Rowe, . . .	601	215,432 00	8	152	189	121	152	5	25	171	—	8	4	4	21.15	22	43.15				
Shelburne, . .	1,401	470,874 00	10	228	248	159	208	5	48	269	—	8	1	8	23.15	25.19	49.14				

Shutesbury, ..	939	248,125 00	10	147	198	124	163	12	27	198	-	7	4	6	15.11	27.05	42.16
Sunderland, .	839	316,442 00	7	176	223	150	197	13	45	203	-	6	4	4	17	18.05	35.05
Warwick, . .	1,002	454,605 00	10	225	246	195	216	11	48	231	-	10	2	8	23.02	28.01	51.03
Wendell, . .	738	389,204 00	10	171	126	142	111	11	29	170	-	10	1	7	26.07	18.11	44.18
Whately, . .	1,052	438,772 00	6	160	191	133	167	14	28	202	-	6	1	5	22	21.05	43.05
Totals, . .	31,655	\$11,211,309 00	264	5,979	6,990	4,815	5,850	364	1,177	6,726	4	247	76	182	2.18	2.18	5.16

## FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, (including only the wages of Teachers, of fires, board, fuel and care)	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's Share of School Fund received in 1889, according to No. children between 5 and 15 May 1, 1888.	How appropriated.
Ashfield, . . .	\$30 00	\$15 92	\$1,000 00	\$370 00	\$944 83	\$56 69	-	1	30	\$112 00	1	170	\$1,884 00	\$59 22	Schools.
Barnardston, . .	33 00	18 18	350 00	28 00	10,716 67	843 00	-	-	-	-	-	-	-	-	Not received.
Buckland, . . .	26 05	14 12	1,000 00	21 00	914 69	54 88	-	-	-	-	-	-	-	74 97	"
Charlemont, . .	23 40	13 93	600 00	-	-	-	-	-	-	-	2	20	139 30	47 25	"
Coleraine, . . .	23 32	14 00	1,000 00	624 00	-	-	-	-	-	-	2	20	137 00	82 74	"
Conway, . . .	25 67	15 75	1,200 00	475 00	-	-	-	-	-	-	1	10	75 00	70 35	"
Deerfield, . . .	45 36	23 32	3,258 75	371 00	10,000 00	600 00	\$14 00	1	40	480 00	1	10	300 00	127 89	"
Erving, . . .	30 13	19 62	450 00	20 00	-	-	-	-	-	-	1	24	32 00	16 38	"
Gill, . . .	20 00	16 61	500 00	92 00	-	-	-	-	-	-	1	23	65 00	34 86	"
Greenfield, . .	46 66	21 42	3,450 00	1,033 00	-	-	-	-	-	-	4	50	1,800 00	124 95	"
Hawley, . . .	23 46	13 11	600 00	230 67	400 00	24 00	-	-	-	-	-	-	-	28 77	"
Heath, . . .	20 64	13 91	600 00	252 50	-	-	-	-	-	-	-	-	-	35 70	"
Leverett, . . .	21 66	16 02	600 00	194 44	-	-	-	-	-	-	4	80	218 00	48 72	"
Leyden, . . .	26 66	16 93	400 00	226 00	-	-	-	-	-	-	1	30	120 00	34 65	"
Monroe, . . .	18 00	14 60	106 00	75 00	207 33	12 44	12 00	1	-	-	1	40	125 00	12 39	"
Montague, . . .	31 51	16 50	1,372 00	205 00	-	270 00	172 00	1	35	560 00	1	9	45 00	76 23	"
New Salem, . .	-	13 61	1,000 00	42 00	4,500 00	24 00	-	1	40	550 00	1	-	-	53 13	"
Northfield, . .	28 00	16 25	1,200 00	155 00	400 00	24 00	66 00	1	-	-	3	90	180 00	76 44	"
Orange, . . .	25 62	15 84	1,200 00	9 00	-	-	-	-	-	-	1	32	105 00	75 39	"
Rove, . . .	23 14	13 00	600 00	70 50	200 00	12 00	-	-	-	-	1	12	300 00	34 44	"
Shelburne, . . .	30 00	17 33	800 00	375 00	-	-	-	1	6	100	1	-	-	49 98	"

	28 62	12 46	600 00	94 00	280 00	16 80	-	-	-	-	-	3	72	107 00	42 63	Schools.
Shutesbury, .	33 67	16 44	850 00	44 00	-	-	-	-	-	-	-	4	80	140 00	44 52	"
Sunderland, .	24 40	14 00	800 00	18 00	500 00	30 00	-	-	-	-	-	2	27	150 00	42 81	"
Warwick, .	20 00	12 84	500 00	21 50	690 00	41 40	-	-	-	-	-	-	-	-	34 86	"
Wendell, .	26 93	17 93	750 00	129 00	-	-	-	-	-	-	-	2	28	112 00	42 63	For contingencies
Whately, .																
Totals, .	\$27 44	\$15 91	\$24,586 75	\$5,175 61	\$29,753 52	\$1,985 21	\$294 00	6	151	\$1,802 00	35	797	\$6,034 30	\$1,371 93		

## BERKSHIRE COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation.—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Summer.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Adams, . . .	6,980	\$1,724,484 00	28	988	1,241	671	895	27	157	1,271	3	27	13	16	67.10	93.06	160.16
Alford, . . .	526	219,734 60	4	117	120	79	97	7	20	136	—	4	3	—	17	9.09	26.09
Becket, . . .	1,472	313,915 00	12	299	325	194	251	21	56	382	—	11	5	7	44.08	39.03	83.11
Cheshire, . . .	1,532	516,586 50	9	276	293	192	216	5	7	335	—	9	6	3	31.03	31.03	62.06
Clarksburg, . . .	424	94,835 00	4	69	59	54	44	2	5	101	—	4	1	2	11	9	20
Dalton, . . .	1,064	451,247 00	6	193	184	137	136	16	12	230	—	6	—	6	28.10	24	52.10
Egremont, . . .	992	453,165 00	5	170	193	118	137	16	27	211	—	5	3	2	23.10	22	45.10
Florida, . . .	612	145,049 00	8	123	120	100	95	7	30	138	—	6	2	5	16.10	19.05	35.15
Gt. Barrington, . . .	3,449	1,288,176 00	17	576	610	399	407	38	48	719	1	16	9	7	90.05	60	150.05
Hancock, . . .	848	355,151 00	7	140	133	111	105	10	22	192	—	7	5	1	30	22.10	52.10
Hinsdale, . . .	1,361	403,324 00	8	249	245	187	189	10	15	335	—	8	3	5	27.05	30	57.05
Lanesborough, . . .	1,235	501,445 00	7	195	220	133	154	19	29	243	—	7	2	5	30.15	24	54.15
Lee, . . .	4,226	966,320 00	15	790	772	515	562	26	70	938	1	14	2	13	67.03	57.05	124.08
Lenox, . . .	1,921	524,500 90	8	279	271	185	220	21	31	425	—	7	6	2	32	22.15	54.15
Monterey, . . .	823	227,960 00	9	130	203	92	139	16	37	174	—	8	—	10	27	33	60
Mt. Washington, . . .	344	93,402 00	3	61	58	28	44	4	15	68	—	3	2	—	15.08	7.09	22.17
New Ashford, . . .	195	99,966 00	2	41	35	23	21	4	1	39	—	2	—	2	7	5.10	12.10
N. Marlborough, . . .	1,647	495,871 00	11	309	357	226	253	24	43	362	—	11	8	6	37.15	40	77.15
Otis, . . .	1,018	319,400 00	9	185	191	140	145	11	34	187	—	9	4	4	33.07	22.10	55.17
Peru, . . .	487	197,142 00	6	78	104	56	84	9	27	104	—	5	—	5	15	17.10	32.10
Pittsfield, . . .	6,501	2,660,744 60	26	1,350	1,332	927	994	43	119	1,684	1	27	3	25	118.12	110.05	228.17
Richmond, . . .	970	367,058 00	6	213	228	160	171	13	35	187	—	6	—	6	27.10	22.10	50
Sandfield, . . .	1,615	463,328 00	14	310	331	229	243	48	60	323	—	13	5	8	57.14	51.14	109.08

Savoy, . . .	919	171,936 00	9	193	213	131	153	12	51	189	-	9	5	4	30.06	28.05	58.11
Sheffield, . .	2,624	1,108,145 00	14	579	560	295	348	38	80	625	-	14	9	4	70	51	121
Stockbridge, .	2,058	733,871 40	9	284	303	199	234	20	24	432	-	8	4	5	30.10	31.15	62.05
Tyringham, . .	710	239,086 00	7	155	144	102	103	21	20	169	-	7	2	4	29	21	50
Washington, .	1,068	236,195 00	9	185	196	127	145	14	23	211	-	9	2	6	19.13	20.05	39.18
W. Stockbridge,	1,736	541,186 00	7	324	380	201	241	38	52	335	-	7	6	1	30.14	28.03	58.17
Williamstown, .	2,529	973,309 00	15	452	451	313	335	35	69	579	-	15	8	6	58	48.07	106.07
Windsor, . . .	905	298,619 00	11	189	227	141	175	23	36	192	-	11	4	6	30.11	24.06	54.17
Totals, . . .	52,791	\$17,197,607 00	305	9,502	10,099	6,465	7,336	598	1,255	11,516	6	295	122	176	3.16	3.07	7.03

BOARD OF EDUCATION.

## BERKSHIRE COUNTY—CONTINUED.

[illegible]



## SCHOOL RETURNS.

[illegible]

## NORFOLK COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Sum'r.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Bellingham, . .	1,413	\$517,797 87	11	294	308	241	280	28	32	267	1	9	1	10	26.10	31.09	57.19
Braintree, . .	3,472	1,054,783 30	14	652	580	439	476	16	56	661	1	13	5	8	54.10	74.05	128.15
Brookline, . .	3,740	5,436,854 50	14	790	732	636	658	50	53	727	5	16	5	16	75.05	75.05	150.10
Canton, . . .	3,115	1,387,372 75	12	535	565	442	470	25	33	605	1	12	6	7	59.10	48.05	107.15
Cohasset, . .	1,879	746,872 68	10	450	438	315	321	35	52	427	1	9	2	9	45	49	94
Dedham, . . .	5,640	2,999,518 87	25	1,159	1,138	899	884	24	128	1,087	5	19	8	18	130	120.17	250.17
Dorchester, . .	8,357	6,785,916 46	31	1,808	1,738	1,392	1,381	93	144	1,710	8	31	8	32	150	154	304
Dover, . . .	745	295,704 00	4	135	144	108	130	1	16	165	—	4	—	4	14.15	13.10	28.05
Foxborough, . .	2,570	648,072 75	9	426	475	353	366	20	41	478	—	11	1	10	42.10	23	65.10
Franklin, . . .	2,043	648,436 00	10	370	376	284	292	20	46	393	1	10	3	7	30.05	28.05	58.10
Medfield, . .	1,026	459,846 00	5	158	196	134	176	3	39	171	—	5	3	2	20.15	18.05	39
Medway, . . .	3,230	867,176 00	11	493	550	401	462	28	68	551	—	10	8	4	35.05	33.06	68.11
Milton, . . .	2,656	1,733,127 00	9	506	497	352	362	—	47	573	6	3	7	2	47	46.05	93.05
Needham, . . .	2,403	799,789 75	12	453	434	358	352	9	42	513	—	11	5	7	49	42	91
Quincy, . . .	5,921	2,085,625 38	22	1,380	1,368	1,041	1,015	7	32	1,390	6	17	7	16	121	117	238
Randolph, . .	5,538	1,663,428 25	21	1,147	1,057	911	817	42	73	1,246	3	17	3	19	105	96	201
Roxbury, . . .	18,477	13,613,731 50	77	3,793	3,901	3,560	3,673	—	233	4,592	11	71	11	73	462	462	924
Sharon, . . .	1,331	548,452 25	6	269	257	194	207	9	34	258	3	6	5	1	30.15	19.05	50.00
Stoughton, . .	4,369	1,093,296 00	15	900	861	726	697	30	80	953	4	14	8	10	62	62.04	124.04
Walpole, . . .	1,935	812,984 50	9	299	307	240	252	12	26	338	1	7	1	8	32	37.10	69.10
West Roxbury, .	4,813	* 1,714,014 75	19	1,062	1,062	800	799	36	62	979	4	17	4	17	116.10	116.10	233.00
Weymouth, . .	6,530	1,121,721 00	29	1,559	1,391	1,262	1,149	126	157	1,487	4	26	7	22	165.12	111.10	277.02
Wrentham, . . .	3,245	1,121,721 00	19	531	687	454	448	21	70	662	2	17	6	14	57.03	65.16	122.19
Totals, . . .	94,448	\$47,034,521 56	394	19,169	19,062	15,542	15,667	635	1,564	20,233	67	355	114	316	4.18	4.14	9.12

\* Valuation included in Roxbury.

SCHOOL RETURNS.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including wages of Teachers, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, including which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1889, according to No. children between 5 and 15 May 1, 1888.	How appropriated.
Bellingham, . . .	\$28 00	\$18 00	\$1,000 00	\$24 00	\$418 16	\$25 09	\$140 63	—	1	—	—	1	\$80 00	\$56 70	Schools.
Braintree, . . .	52 64	21 43	2,500 00	75 00	11,100 00	680 00	—	—	1	35	\$200 00	1	250 00	139 86	"
Brookline, . . .	99 17	30 83	14,575 00	—	—	—	—	—	—	—	—	5	4,750 00	150 57	Town Treas.
Canton, . . .	46 67	17 57	3,200 00	—	—	—	—	—	—	—	—	1	200 00	128 94	Schools.
Cohasset, . . .	51 43	13 73	2,000 00	—	1,000 00	50 00	—	—	—	—	—	1	—	86 52	"
Dedham, . . .	77 56	23 95	11,224 00	—	1,100 00	66 00	—	—	—	—	—	2	1,000 00	217 77	Town Treas.
Dorchester, . . .	106 25	33 16	20,823 25	—	16,177 25	950 92	—	—	1	24	350 00	4	2,300 00	347 76	Schools.
Dover, . . .	—	21 62	700 00	—	—	—	—	—	—	—	—	1	—	28 35	"
Foxborough, . . .	40 00	24 82	2,000 00	10 00	—	—	—	—	—	—	—	2	2,000 00	100 38	"
Franklin, . . .	37 86	21 37	1,600 00	—	—	—	—	—	—	—	—	1	300 00	81 27	"
Medfield, . . .	40 35	23 58	800 00	—	3,760 00	225 60	—	—	—	—	—	5	—	38 64	"
Medway, . . .	40 75	22 86	2,500 00	—	200 00	12 00	—	—	—	—	—	3	200 00	116 13	"
Milton, . . .	57 14	25 19	5,000 00	—	—	—	—	—	1	25	1,000 00	3	1,000 00	114 24	"
Needham, . . .	42 00	20 56	2,400 00	—	1,666 66	100 00	—	—	—	—	—	3	1,000 00	102 06	"
Quincy, . . .	75 50	21 33	8,600 00	—	—	75 00	—	—	—	—	—	1	300 00	275 52	"
Randolph, . . .	65 00	22 00	6,000 00	—	13,000 00	1,500 00	—	—	—	—	—	28	8,000 00	241 50	City Treas'y.
Roxbury, . . .	108 33	23 31	43,386 44	—	76,426 29	3,760 91	120 00	—	—	—	—	30	1,000 00	859 74	Schools.
Sharon, . . .	35 00	23 50	1,228 00	—	2,740 00	164 40	—	—	—	—	—	2	—	50 61	"
Stoughton, . . .	43 20	20 32	4,500 00	56 00	—	—	—	—	—	—	—	30	1,000 00	198 24	"
Walpole, . . .	40 00	27 46	2,000 00	—	—	—	—	—	—	—	—	1	800 00	71 40	"
West Roxbury, . . .	108 33	30 02	12,600 00	200 00	45,000 00	2,700 00	—	—	—	—	—	3	5,150 00	291 06	Town purp's.
Weymouth, . . .	57 04	23 14	6,000 00	103 25	7,139 65	428 37	—	—	—	—	—	1	—	190 05	Schools.
Wrentham, . . .	38 29	24 70	2,950 00	—	2,001 96	120 10	341 86	—	1	45	800 00	2	395 00	146 58	"
Totals, . . .	\$58 66	\$23 45	\$157,586 69	\$408 25	181,729 97	10,858 39	\$602 49	4	129	\$2,350 00	65	1422	\$29,725 00	\$4,033 89	

## BRISTOL COUNTY.

TOWNS.	Population—State Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Sum- mer.	In Winter.	In Sum- mer.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
											Males.	Females.	Males.	Females.				
Acushnet,*	5,451	\$1,038,000 00	28	1,064	1,125	—	893	48	70	1,254	5	27	13	20	107	111	218	—
Attleborough,	924	261,405 00	7	194	228	—	144	175	17	29	208	—	6	6	16.05	22.10	38.15	—
Berkley,	3,658	2,279,942 00	27	662	775	—	455	563	53	120	861	2	22	11	110	99	209	—
Dartmouth,	1,729	517,487 00	11	313	348	—	138	295	15	43	363	—	10	4	32.15	32.01	64.16	—
Dighton,	2,748	707,887 00	12	547	566	—	414	471	14	87	577	—	13	6	38	31.03	69.03	—
Easton,	4,693	3,248,990 00	24	853	924	—	699	718	49	88	1,028	3	29	12	128	106.15	234.15	—
Fairhaven,†	12,680	6,091,250 00	30	2,345	2,431	—	1,647	1,691	22	174	2,855	6	45	8	149.03	150.12	299.15	—
Fall River,	1,585	565,096 00	9	286	243	—	211	220	7	7	370	—	6	1	28.18	18.14	47.12	—
Freetown,	2,119	378,902 00	9	385	394	—	315	333	14	49	397	—	9	5	24.10	28.03	52.13	—
Mansfield,	20,389	14,489,266 00	45	3,450	3,525	—	3,161	3,245	269	448	3,580	10	85	12	247.10	250.19	498.09	—
New Bedford,	1,894	714,021 00	9	355	393	—	291	329	22	62	400	—	9	4	24.02	28.03	52.05	—
Norton,	4,132	916,587 00	9	594	535	—	440	423	34	48	940	3	11	2	44.07	44.07	88.14	—
Pawtucket,	1,634	514,908 00	8	318	338	—	245	281	24	9	328	—	8	2	27.02	24.15	51.17	—
Raynham,	2,107	689,206 00	15	335	432	—	270	364	29	84	432	1	12	9	40.10	42.08	82.18	—
Rehoboth,	2,304	695,324 00	14	368	479	—	277	387	24	38	408	—	13	2	48.15	52.04	100.19	—
Seekonk,	1,339	463,495 00	7	308	375	—	205	278	18	46	351	—	6	3	13	26.18	39.18	—
Somerset,	1,467	544,232 00	10	155	294	—	113	234	7	54	260	—	7	9	22.18	31.09	54.07	—
Swansey,	13,750	3,701,472 00	51	2,706	2,787	—	2,016	2,124	155	232	2,933	5	53	16	133	117.15	250.15	—
Taunton,	2,822	1,451,080 00	20	615	642	—	451	486	62	74	625	2	17	10	76.11	66.13	143.04	—
Westport,																		—
Totals,	87,425	\$39,243,560 00	345	15,853	16,834	—	12,315	13,510	883	1,762	18,170	37	388	135	3.16	3.15	7.11	—

\* Incorporated by the last Legislature.

† Including Acushnet, newly incorporated.

## BRISTOL COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, of fires, fuel and care of board, fuel, and, voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, printed or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad. and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1889, according to No children between 5 and 15 May 1, 1888.	Schools.	How appropriated.
Acustnet,*	\$10 67	\$21 66	\$6,042 52	\$11,800 00	\$618 00	—	—	—	—	—	—	—	\$250 11	—	—
Attleborough,	24 25	13 95	800 00	—	—	—	—	—	—	—	—	—	48 93	—	—
Berkley, . . .	24 70	17 09	3,500 00	—	—	—	—	—	—	—	—	—	164 85	—	—
Dartmouth, . .	30 42	20 09	1,200 00	—	—	—	—	29	\$500 00	—	110	\$600 00	74 55	—	—
Dighton, . . .	38 66	22 38	1,800 00	—	—	\$900 00	1	—	—	—	—	—	121 59	—	—
Easton, . . .	58 98	23 79	8,000 00	—	—	—	—	—	—	—	18	150 00	220 29	—	—
Farhaven, . . .	72 00	22 33	15,500 00	—	—	—	—	—	—	—	6	1,225 00	581 01	—	—
Fall River, . .	35 00	20 07	1,500 00	—	—	—	—	—	—	—	3	—	74 55	—	—
Freetown, . . .	31 55	23 19	1,389 50	—	60 00	—	—	—	—	—	1	150 00	86 94	—	—
Mansfield, . . .	79 80	27 17	37,939 54	15,000 00	—	—	1	61	5,100 00	21	407	9,437 59	788 76	—	—
New Bedford, .	37 20	21 89	1,500 00	—	—	—	1	108	3,991 25	2	—	100 00	86 10	—	—
Norton, . . .	80 84	17 39	3,500 00	—	—	—	—	—	—	3	30	235 00	185 43	—	—
Pawtucket, . . .	33 00	23 07	1,200 00	—	—	—	—	—	—	7	139	184 00	65 10	—	—
Raynham, . . .	26 00	17 28	1,000 00	3,265 66	197 74	139 35	—	—	—	2	50	150 00	90 51	—	—
Rehoboth, . . .	35 00	18 56	1,800 00	3,181 00	190 86	264 00	—	—	—	2	65	100 00	92 40	—	—
Seckonk, . . .	35 00	18 60	1,200 00	—	—	—	—	—	—	1	30	90 00	65 31	—	—
Somerset, . . .	32 14	15 65	1,125 00	—	—	—	—	—	—	—	—	—	51 60	—	—
Swansey, . . .	53 66	21 93	14,000 00	8,000 00	600 00	—	2	50	1,150 00	8	125	2,500 00	587 16	—	—
Taunton, . . .	27 50	16 50	2,000 00	—	—	284 15	—	—	—	1	33	600 00	131 25	—	—
Westport, . . .															
Totals, . . .	\$42 07	\$20 14	\$1,195 00	\$42,376 66	\$1,696 60	\$777 50	5	248	10,741 25	59	1225	\$15,521 59	\$3,772 44		

\* Incorporated by the last Legislature.

## PLYMOUTH COUNTY.

TOWNS.	Population—State Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars, of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Winter.		In Sum'r.					SUMMER.		WINTER.		Summer.		Winter.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.
Abington, . . .	6,936	\$1,466,878 00	28	1,490	1,488	1,190	1,051	85	47	1,576	5	25	6	25	87.05	152.10	239.15	
Bridgewater, . .	3,363	1,222,351 00	16	612	601	469	464	44	49	649	—	17	8	9	64	46.15	110.15	
Carver, . . .	1,205	347,995 00	8	217	268	161	208	24	42	234	—	8	5	2	38	25.18	63.18	
Duxbury, . . .	2,620	1,076,363 00	12	432	466	333	352	23	36	472	1	11	1	12	55.05	50.05	105.10	
E. Bridgewater, .	2,932	814,600 00	11	611	579	470	444	33	51	698	—	12	3	8	41.05	36.05	77.10	
Halifax, . . .	789	255,884 00	5	149	167	120	129	6	39	170	—	5	4	1	17.12	16.11	34.03	
Hanover, . . .	1,674	550,089 00	8	308	307	250	229	30	31	310	—	10	2	6	32.13	31.02	63.15	
Hanson, . . .	1,231	376,786 00	9	271	246	221	181	17	26	260	—	9	3	4	29.03	21.08	50.11	
Hingham, . . .	4,256	1,570,886 00	13	717	664	501	498	56	27	798	4	10	5	9	71.10	71.10	143	
Hull, . . .	292	117,823 00	1	45	49	32	33	2	7	55	—	1	1	—	5	4	9	
Kingston, . . .	1,574	853,645 00	8	303	328	236	265	12	51	315	1	7	5	5	34.17	33.02	67.19	
Lakeville, . . .	1,188	*	10	208	234	156	175	11	31	204	—	10	4	6	33.05	27.05	60.10	
Marion, . . .	969	+ 643,191 00	6	146	212	123	181	3	37	196	—	5	3	3	14.10	20.15	35.05	
Marshfield, . . .	1,876	643,191 00	10	318	395	264	324	12	54	373	—	10	3	7	41	35.04	76.04	
Mattapoisett, . .	+ 4,324	1,603,928 00	8	193	230	154	203	20	50	308	—	7	4	3	17.10	20.00	37.10	
Middleborough, .	4,324	1,603,928 00	24	855	943	675	796	29	120	924	1	23	13	12	103.07	91.04	194.11	
N. Middleborough,	5,208	1,043,150 00	19	964	1,034	732	836	33	104	1,177	2	18	5	13	61.10	65	126.10	
Pembroke, . . .	1,500	440,917 00	8	231	231	177	183	12	32	251	—	8	4	4	33.13	23.10	57.03	
Plymouth, . . .	6,486	2,473,123 00	32	1,355	1,364	1,337	1,155	31	131	1,286	4	29	5	59	152	155	307	
Plympton, . . .	1,000	330,503 00	6	199	199	145	142	14	20	230	—	6	2	4	29	23.10	52.10	
Rocheater, . . .	3,048	1,181,629 00	11	186	251	141	193	18	32	259	—	11	2	12	29.04	36.05	65.09	
Scituate, . . .	2,271	664,955 00	11	353	402	266	317	16	46	436	—	10	5	6	49.15	33	82.15	

South Scituate,	1,791	747,414 00	9	323	339	240	260	26	36	336	-	9	4	5	48	28.05	76.05
Wareham, . .	3,246	901,003 00	13	650	676	488	530	25	57	721	1	12	10	3	47	43.14	90.14
W. Bridgewater,	1,734	516,955 00	9	323	312	249	251	15	28	367	-	8	1	6	29.05	24.15	54
Totals, . .	61,513	\$19,209,668 00	295	11,459	11,985	9,130	9,400	597	1,184	12,605	19	281	106	194	3.19	3.16	7.15

\* Valuation included in Middleborough.

† Valuation included in Rochester.

## PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academies.	Average No. of Scholars in Incorporated Acad.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad. and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1899, according to No. children between 5 and 15 May 1, 1898.	How appropriated.
Abington, . .	\$49 67	\$18 87	\$7,000 00	—	—	—	—	1	30	\$800 00	1	25	—	\$300 93	Schools.
Bridgewater, . .	40 00	22 50	3,000 00	—	\$300 00	—	—	—	—	—	—	—	\$500 00	136 71	"
Carver, . .	32 57	17 52	1,000 00	—	1,000 00	\$70 00	—	1	—	—	—	—	—	49 14	"
Duxbury, . .	20 50	21 45	2,000 00	—	20,000 00	1,200 00	\$249 00	1	40	120 00	—	—	—	100 80	"
E. Bridgewater, . .	34 66	22 06	2,000 00	—	—	—	—	—	—	—	—	50	637 90	142 80	"
Halifax, . .	28 86	16 60	700 00	75 00	—	—	—	—	—	—	—	—	—	38 01	"
Hanover, . .	38 00	19 00	1,350 00	—	—	—	—	—	—	—	—	40	700 00	67 83	"
Hanson, . .	29 62	17 54	1,000 00	—	—	—	—	—	—	—	—	25	33 00	55 23	"
Hingham, . .	40 91	23 18	4,909 10	—	—	—	—	—	—	—	—	1	350 00	159 60	"
Hull, . .	43 50	17 50	290 00	—	32,981 85	1,753 62	—	1	52	1,350 00	1	25	—	13 44	Town Treas.
Kingston, . .	42 50	21 67	2,000 00	—	—	—	—	—	—	—	—	—	—	65 73	Schools.
Lakeville, . .	26 50	17 80	1,200 00	25 00	—	—	—	—	—	—	—	3	850 00	48 72	"
Marion, . .	36 00	16 00	800 00	—	—	—	—	—	—	—	—	—	48 00	40 74	"
Marshfield, . .	37 33	16 84	1,600 00	—	—	—	—	—	—	—	—	2	200 00	77 49	"
Mattapoisett, . .	37 50	16 40	1,000 00	8 00	1,200 00	60 00	—	—	—	—	—	6	350 00	70 56	"
Middleborough, . .	35 58	18 76	4,500 00	200 00	—	—	—	2	200	6,000 00	2	30	300 00	190 47	"
N. Bridgewater, . .	42 32	22 33	3,500 00	—	295 50	17 73	—	—	—	—	—	71	1,170 00	246 54	"
Pembroke, . .	27 54	17 76	1,000 00	38 40	—	—	168 17	—	—	—	—	10	240 00	51 45	"
Plymouth, . .	61 54	23 55	10,000 00	—	—	—	—	—	—	—	—	6	1,345 00	265 65	"
Plympton, . .	30 00	18 82	800 00	200 00	—	—	—	—	—	—	—	1	300 00	46 83	"
Rochester, . .	—	18 00	1,200 00	130 00	—	—	—	—	—	—	—	2	1,200 00	53 34	"
Scituate, . .	31 60	13 97	1,500 00	—	—	—	—	—	—	—	—	1	60 00	87 78	"



## SCHOOL RETURNS.

XXXV

[illegible]

## BARNSTABLE COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 15 and 18 years of age May 1, 1859.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Barnstable, . .	4,998	\$1,522,871 00	26	704	1,147	566	935	37	192	1,059	—	20	11	17	68.10	89.03	157.13
Brewster, . .	1,525	334,827 45	8	260	277	198	217	10	40	306	—	8	—	8	26.16	26.05	53.01
Chatham, . .	2,500	484,718 25	13	616	685	398	460	39	164	621	2	11	4	10	89.10	55	144.10
Dennis, . .	3,497	798,934 14	19	788	975	565	730	50	213	858	—	19	9	10	111.10	70.15	182.05
Eastham, . .	808	185,714 50	5	136	188	103	140	12	57	152	—	5	3	2	16.12	15	31.12
Falmouth, . .	2,613	954,466 75	17	440	516	331	423	17	128	507	—	17	11	6	66.10	48	114.10
Harwich, . .	3,261	524,699 75	19	767	892	479	669	53	98	819	—	19	10	9	100.10	57.10	158
Orleans, . .	1,754	325,576 30	9	390	466	278	358	7	126	373	1	8	3	6	46	30.10	76.10
Provincetown, . .	3,096	1,043,135 00	8	567	693	466	580	—	52	641	1	12	4	13	44	28	72
Sandwich, . .	4,496	1,314,391 15	24	671	963	519	729	69	149	978	1	18	12	13	75	96	171
Truro, . .	1,917	367,199 50	12	340	494	250	426	21	139	422	—	8	7	5	30	34.15	64.15
Wellfleet, . .	2,325	294,228 00	14	473	664	371	540	11	183	563	—	12	9	5	54	42	96
Yarmouth, . .	2,592	746,587 95	10	479	509	395	394	—	74	532	3	9	3	9	63.13	31.17	95.10
Totals, . .	35,442	\$8,897,349 74	184	6,631	8,469	4,919	6,601	326	1,615	7,831	8	166	86	113	4.06	3.08	7.14
* Marshpee, District,			2	66	64	46	41		3	70	—	2	2	—	9.05	6	15.05
															4.13	3	7.13

## xxvii

## TOWNS.

[illegible]

## DUKES COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation—1880.	No. of Public Schools.	No. of Scholars. of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1889.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Chilmark, . .	676	\$471,365 00	3	—	137	—	122	2	26	141	—	3	1	—	9.02	9.02	
Edgartown, . .	1,898	670,834 00	9	372	384	325	341	6	63	367	2	10	3	11	21.15	36.10	
Tisbury, . .	1,827	555,806 00	9	438	438	355	335	10	47	390	5	5	5	6	20	24.15	
Totals, . .	4,401	\$1,698,005 00	21	810	959	680	798	18	136	898	7	15	11	18	2	3.07	5.07

## NANTUCKET COUNTY.

Nantucket, . .	8,064	\$4,595,362 00	12	989	918	914	890	—	114	1,235	4	23	4	23	60	59	119
															5		

## DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1889, according to No children between 5 and 15 May 1, 1888.	How appropriated.
Chilmark, . .	\$42 05	\$8 00	\$500 00	—	—	—	—	—	—	—	—	2	\$106 00	\$27 93	Schools.
Edgartown, . .	45 33	17 50	2,000 00	—	—	—	—	—	—	—	—	4	496 00	76 23	"
Tisbury, . .	40 40	18 40	1,500 00	—	\$5,000 00	\$150 00	—	1	49	\$100 00	6	200	350 00	83 37	"
Totals, . .	\$42 59	\$14 63	\$4,000 00	—	\$5,000 00	\$150 00	—	1	49	\$100 00	12	460	\$952 00	\$187 53	

## NANTUCKET COUNTY—CONTINUED.

Nantucket, . .	\$37 87	\$28 09	\$11,215 00	—	—	—	—	1	38	\$1,500 00	11	188	\$1,150 00	\$260 40	Schools.
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RECAPITULATION.

COUNTIES.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age May 1, 1859.	No. of Teachers, including Summer and Winter Terms.		Average length of Schools.	Average wages of Male Teachers per month, including the value of board.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.		
													Mos. Days.	
Suffolk, . . .	171,818	\$217,587,172 00	302	27,891	27,752	24,677	24,926	1,762	1,350	31,351	116	958	10.10	\$131 76
Essex, . . .	151,018	56,556,466 89	474	27,102	27,719	20,901	21,799	969	2,156	29,414	202	917	9.05	50 99
Middlesex, . .	194,082	83,264,719 50	657	40,117	39,728	29,211	30,150	1,822	3,898	36,914	278	1,342	8.14	57 96
Worcester, . .	149,545	55,497,794 00	730	26,982	30,159	21,610	24,642	1,784	4,996	29,582	306	1,201	6.13	40 74
Hampshire, . .	35,485	13,331,240 00	243	6,273	6,930	4,920	5,496	316	958	7,022	90	397	6.18	29 14
Hampden, . .	54,852	22,621,220 77	269	9,116	9,666	6,640	7,476	352	1,187	10,147	108	476	7.11	32 71
Franklin, . .	31,655	11,211,309 00	264	5,979	6,990	4,815	5,850	364	1,177	6,726	80	429	5.16	27 44
Berkshire, . .	52,791	17,197,607 00	305	9,502	10,099	6,465	7,336	598	1,255	11,516	128	471	7.03	28 35
Norfolk, . . .	94,448	47,034,521 56	394	19,169	19,062	15,542	15,667	635	1,564	20,233	181	671	9.12	58 66
Bristol, . . .	87,425	39,243,560 00	345	15,853	16,834	12,315	13,510	883	1,762	18,170	172	706	7.11	42 07
Plymouth, . .	61,513	19,200,668 00	295	11,459	11,985	9,130	9,400	597	1,184	12,605	125	475	7.15	36 80
Barnstable,* .	35,442	8,897,349 74	186	6,697	8,533	4,965	6,642	328	1,618	7,901	96	281	7.14	40 73
Dukes, . . .	4,401	1,698,005 00	21	810	959	680	798	18	136	898	18	33	5.07	42 59
Nantucket, . .	8,064	4,595,362 00	12	989	918	914	890	—	114	1,235	8	46	9.18	87 87
Totals, . . .	1,132,688	\$597,936,995 46	4,497	207,939	217,334	162,785	174,582	10,428	23,355	223,714	1,908	8,403	7.18	\$50 56

\* Including Marshpee District

# SCHOOL RETURNS.

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## RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of incorporated Academics.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academics.	No. of unincorporated Academics and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academics and Private Schools.	Town's share of School Fund received in 1899, according to No. children between 5 and 15 May 1, 1898.
Suffolk, . . .	\$29 76	\$329,213 41	—	\$6,250 00	\$375 00	\$1,292 85	1	—	\$9,315 00	62	2,131	\$186,457 00	\$6,543 39
Essex, . . .	19 96	169,657 55	\$51 00	197,485 00	9,197 00	93 63	8	589	4,798 00	94	2,659	23,984 85	6,044 44
Middlesex, . .	21 69	279,008 02	452 60	113,836 76	6,131 44	771 09	9	503	9,590 00	84	2,138	41,146 64	7,618 17
Worcester, . .	19 11	141,024 78	1,239 45	29,316 92	1,634 59	387 06	7	375	6,664 25	62	1,707	15,190 04	6,016 37
Hampshire, . .	15 17	30,780 00	3,982 59	11,055 54	756 29	1,394 59	4	337	6,424 25	24	485	4,972 75	1,484 70
Hampden, . .	16 39	48,804 00	5,080 09	57,578 90	3,554 73	294 00	4	390	1,802 00	19	402	4,178 50	2,135 12
Franklin, . .	15 91	24,586 75	5,175 61	29,753 52	1,985 21	635 41	6	151	7,705 00	35	797	6,034 30	1,371 93
Berkshire, . .	15 41	35,396 16	9,221 65	19,787 38	962 09	602 49	7	298	2,350 00	49	872	15,683 60	2,385 81
Norfolk, . . .	23 45	157,586 69	468 25	181,729 97	10,858 39	777 50	4	129	10,741 25	65	1,422	29,725 00	4,033 89
Bristol, . . .	20 14	104,996 56	1,195 00	42,376 66	1,696 60	417 17	5	248	8,270 00	59	1,225	15,521 59	3,772 41
Plymouth, . .	19 17	57,849 10	1,022 90	55,777 35	3,101 35	551 36	5	322	2,035 00	40	719	9,200 90	2,598 84
Barnstable,* .	19 12	34,358 00	1,769 00	26,131 80	1,617 97	—	4	132	100 00	24	728	4,492 00	1,932 19
Dukes, . . .	14 63	4,000 00	—	5,000 00	150 00	—	1	49	1,500 00	12	460	952 00	187 53
Nantucket, . .	28 09	11,215 00	—	—	—	—	1	38	—	11	188	1,150 00	260 40
Totals, . . .	\$19 98	\$1,428,476 02	\$29,658 14	\$776,079 80	\$42,020 66	\$7,217 15	65	3,561	\$71,294 75	640	15,933	\$358,689 17	\$46,385 22

\* Including Marshpee District.

## GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that some counties are liberal in voluntary contributions for the support of their schools. These contributions, to a great extent, are of board and fuel. If their precise value was ascertained, and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, many towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1859-60, also, its rank in a similar scale for 1858-9. It presents the sum appropriated to each child between 5 and 15. Brookline again stands first on the list, while the new town of Belmont takes the second place.



## GRADUATED TABLES—FIRST SERIES.

*Table, showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.\**

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	BROOKLINE, .	\$20 04.8	\$14,575 00	-	-	727	-
†	2	Belmont, . .	17 34.1	3,000 00	-	-	173	-
1	3	Nahant, . .	16 66.7	1,300 00	-	-	78	-
3	4	W. Roxbury, .	12 87	12,600 00	-	-	979	\$200 00
4	5	Dorchester, . .	12 17.7	20,823 25	-	-	1,710	-
5	6	Somerville, . .	12 03	16,000 00	-	-	1,330	-
8	7	N. Bedford, .	10 59.8	37,939 54	-	-	3,580	-
7	8	Boston, . . .	10 52.7	304,322 20	-	-	28909	-
18	9	Chelsea, . . .	10 42.6	22,791 21	-	-	2,186	-
22	10	Newton, . . .	10 34.7	14,000 00	-	-	1,353	-
9	11	Dedham, . . .	10 32.6	11,224 00	-	-	1,087	-
11	12	Medford, . . .	9 48.6	8,300 00	-	-	875	-
16	13	Roxbury, . . .	9 44.8	43,386 44	-	-	4,592	-
15	14	Charlestown, .	9 27.3	39,891 74	-	-	4,302	-
21	15	Lowell, . . . .	9 08.7	47,000 00	-	-	5,172	-
24	16	Nantucket, . .	9 08.1	11,215 00	-	-	1,235	-
6	17	Brighton, . .	8 81.9	5,935 51	-	-	673	-
23	18	Cambridge, . .	8 73.6	38,359 86	-	-	4,391	-
19	19	Milton, . . . .	8 72.6	5,000 00	-	-	573	-
20	20	Winchester, . .	8 64.2	3,500 00	-	-	405	32 00
12	21	N. Chelsea, . .	8 43.4	1,400 00	-	-	166	-
31	22	Lynn, . . . . .	8 38.7	27,772 96	-	-	3,311	-
14	23	Lexington, . .	7 97.3	2,950 00	-	-	370	-
32	24	Lincoln, . . .	7 92.1	800 00	-	-	101	37 00
17	25	Malden, . . . .	7 82	8,500 00	-	-	1,087	-
29	26	Fairhaven, . .	7 78.2	8,000 00	-	-	1,028	-
26	27	Plymouth, . .	7 77.6	10,000 00	-	-	1,286	-
27	28	Concord, . . .	7 55.1	3,300 00	-	-	437	-
33	29	Worcester, . .	7 50.7	31,250 00	-	-	4,163	-
13	30	W. Cambridge, <sup>†</sup>	7 44.6	3,037 80	-	-	408	-
40	31	Littleton, . .	7 44	1,250 00	-	-	168	-

\* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

† Newly incorporated.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
36	32	Winthrop, . .	\$7 29.2	\$700 00	-	-	96	-
35	33	S. Danvers, . .	7 27.1	8,914 00	\$335 17	\$9,249 17	1,272	-
25	34	Melrose, . .	7 26.7	3,575 19	-	-	492	-
38	35	Springfield, . .	7 24	18,000 00	135 00	18,135 00	2,505	-
10	36	Watertown, . .	7 17.7	4,500 00	-	-	627	-
51	37	Dunstable, . .	7 04.2	500 00	-	-	71	-
28	38	Lawrence, . .	7 03.2	19,000 00	-	-	2,702	-
65	39	Longmeadow, . .	7 02.1	1,650 00	-	-	235	-
49	40	Harvard, . .	6 78.5	1,940 54	-	-	286	-
39	41	Weston, . .	6 71.3	1,450 00	-	-	216	\$22 00
37	42	Waltham, . .	6 68.6	7,000 00	-	-	1,047	-
43	43	Salem, . .	6 63.3	23,022 60	-	-	3,471	-
85	44	Tyngsborough, . .	6 42.9	900 00	-	-	140	-
34	45	Danvers, . .	6 41.9	6,100 00	300 00	6,400 00	997	-
41	46	S. Reading, . .	6 36.4	4,200 00	-	-	660	-
44	47	Kingston, . .	6 34.9	2,000 00	-	-	315	-
54	48	Stoneham, . .	6 32.9	3,500 00	-	-	553	-
45	49	Swampscott, . .	6 28.9	2,000 00	-	-	318	-
55	50	Barre, . .	6 27.4	3,300 00	-	-	526	-
30	51	Framingham, . .	6 21.1	5,000 00	-	-	805	47 50
57	52	S. Hadley, . .	6 18.8	2,500 00	-	-	404	-
42	53	Quincy, . .	6 18.7	8,600 00	-	-	1,390	-
48	54	Chicopee, . .	6 16.2	6,965 00	595 49	7,560 49	1,227	-
47	55	Hingham, . .	6 15.2	4,909 10	-	-	798	-
80	56	Greenwich, . .	6 14	700 00	-	-	114	-
52	57	Clinton, . .	6 12.6	3,798 22	-	-	620	-
98	58	Lynnfield, . .	6 08.1	900 00	-	-	148	-
58	59	Haverhill, . .	6 05.3	9,000 00	521 18	9,521 18	1,573	-
50	60	Sherborn, . .	6 03.4	1,400 00	-	-	232	71 60
158	61	Southborough, . .	6 01.3	1,900 00	-	-	316	381 00
56	62	Walpole, . .	5 91.7	2,000 00	-	-	338	-
83	63	Lakeville, . .	5 88.2	1,200 00	-	-	204	25 00
87	64	Northampton, . .	5 85.8	7,000 00	-	-	1,995	-
60	65	Beverly, . .	5 81.4	6,500 00	-	-	1,118	-
79	66	Essex, . .	5 81.4	1,500 00	-	-	258	-
70	67	Greenfield, . .	5 75	3,450 00	-	-	600	1,033 00
74	68	Bedford, . .	5 72.6	1,000 00	93 63	1,093 63	191	-
63	69	Fitchburg, . .	5 68.3	7,200 00	-	-	1,267	-
73	70	Woburn, . .	5 65.1	6,284 00	-	-	1,112	-
123	71	Yarmouth, . .	5 63.9	3,000 00	-	-	532	-
76	72	Marblehead, . .	5 58.5	7,500 00	-	-	1,343	-
59	73	Brewster, . .	5 55.6	1,700 00	-	-	306	-
66	74	Edgartown, . .	5 45	2,000 00	-	-	367	-
113	75	Uxbridge, . .	5 42.9	2,500 00	220 00	2,720 00	501	-
64	76	Fall River, . .	5 42.9	15,500 00	-	-	2,855	-
96	77	Reading, . .	5 42.5	3,000 00	-	-	553	-
100	78	Carlisle, . .	5 41.7	650 00	-	-	120	-
111	79	Dracut, . .	5 41.7	1,608 00	-	-	295	40 00
137	80	Westborough, . .	5 40.6	2,600 00	76 00	2,676 00	495	-

## SCHOOL RETURNS.

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For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
53	81	Granby, . . .	\$5 40.5	\$1,000 00	-	-	185	-
89	82	Deerfield, . .	5 40.4	3,258 75	-	-	603	\$371 00
139	83	Methuen, . . .	5 38.8	2,500 00	-	-	464	-
172	84	Georgetown, .	5 33.3	2,000 00	-	-	375	-
136	85	Canton, . . .	5 28.8	3,200 00	-	-	605	-
134	86	Hull, . . . .	5 27.3	290 00	-	-	55	-
102	87	Burlington, .	5 24	545 00	-	-	104	-
129	88	Sharon, . . .	5 22.5	1,228 00	\$120 00	\$1,348 00	258	-
62	89	Warren, . . .	5 21.7	1,800 00	-	-	345	-
71	90	Templeton, .	5 17.2	2,400 00	-	-	464	-
84	91	N. Braintree, .	5 16.1	800 00	-	-	155	-
146	92	Lancaster, . .	5 14.3	1,800 00	-	-	350	78 00
78	93	Bradford, . .	5 13.7	1,500 00	-	-	292	-
93	94	Orleans, . . .	5 09.4	1,900 00	-	-	373	-
61	95	Natick, . . .	5 09	4,500 00	-	-	884	50 00
94	96	Westfield, . .	5 06.8	4,500 00	-	-	888	262 50
82	97	S. Scituate, .	5 06	1,700 00	-	-	336	22 50
165	98	Seekonk, . . .	5 05.9	1,800 00	264 00	2,064 00	408	68 00
72	99	Boxborough, .	5 05	500 00	-	-	99	17 00
69	100	Holliston, . .	5 02.2	3,450 00	-	-	637	24 00
91	101	Ipswich, . . .	5 01.6	3,100 00	-	-	618	-
107	102	Hardwick, . .	5 00	1,500 00	-	-	300	-
118	103	Wrentham, . .	4 97.3	2,950 00	341 86	3,291 86	662	-
175	104	Upton, . . . .	4 97.1	1,700 00	-	-	342	-
128	105	Groton, . . .	4 95	3,000 00	-	-	606	-
183	106	Leicester, . .	4 95	2,500 00	-	-	503	11 79
67	107	Hatfield, . . .	4 93.8	1,200 00	-	-	243	-
124	108	Wilmington, .	4 93.4	750 00	-	-	152	-
105	109	Gloucester, .	4 93.2	10,090 00	-	-	2,046	-
114	110	Newburyport, .	4 92.9	12,600 00	-	-	2,556	-
132	111	Cohasset, . . .	4 91.8	2,000 00	-	-	427	-
121	112	Northborough, .	4 90.6	1,300 00	-	-	265	-
86	113	Athol, . . . .	4 89.8	2,400 00	-	-	490	-
149	114	Brimfield, . .	4 89.8	1,200 00	-	-	245	10 00
46	115	Erving, . . . .	4 89.1	450 00	44 00	494 00	101	20 00
122	116	Holyoke, . . .	4 88.4	4,000 00	-	-	819	-
110	117	N. Andover, . .	4 88.3	2,300 00	-	-	471	-
99	118	Middleborough, .	4 87	4,500 00	-	-	924	200 00
200	119	Chatham, . . .	4 83.1	3,000 00	-	-	621	133 00
140	120	Hadley, . . . .	4 82.6	1,800 00	-	-	373	-
97	121	Attleborough, .	4 81.9	6,042 52	-	-	1,254	-
155	122	Randolph, . .	4 81.5	6,000 00	-	-	1,246	-
95	123	Taunton, . . .	4 77.3	14,000 00	-	-	2,933	100 00
157	124	Duxbury, . . .	4 76.5	2,000 00	249 00	2,249 00	472	-
108	125	Tewksbury, . .	4 76.2	1,000 00	-	-	210	-
228	126	Belchertown, .	4 75.2	2,400 00	-	-	505	171 00
81	127	Shirley, . . . .	4 72.7	1,300 00	-	-	275	-
143	128	Eastham, . . .	4 72.4	658 00	60 00	718 00	152	-
116	129	Stoughton, . .	4 72.2	4,500 00	-	-	953	56 00

For 1898-9.	For 1899-00.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
126 130		Barnstable, . .	\$4 71.2	\$5,000 00	-	-	1,059	\$75 00
117 131		Provincetown, .	4 68	3,000 00	-	-	641	-
154 132		Medfield, . .	4 67.8	800 00	-	-	171	-
101 133		Needham, . .	4 67.8	2,400 00	-	-	513	-
181 134		Westford, . .	4 66.7	1,400 00	-	-	300	-
159 135		Sudbury, . .	4 66.4	1,320 00	-	-	283	-
283 136		Dennis, . .	4 66.2	4,000 00	-	-	858	711 00
163 137		Mendon, . .	4 65.7	1,000 00	\$127 09	\$1,127 09	242	-
120 138		Pembroke, . .	4 65.4	1,000 00	168 17	1,168 17	251	38 40
115 139		Rochester, . .	4 63.3	1,200 00	-	-	259	130 00
109 140		Bridgewater, .	4 62.2	3,000 00	-	-	649	-
144 141		Westhampton, .	4 58.7	500 00	-	-	109	281 50
202 142		Falmouth, . .	4 57.9	2,000 00	321 36	2,321 36	507	237 00
179 143		Lunenburg, . .	4 54.5	1,000 00	-	-	220	35 00
131 144		Oxford, . .	4 54.5	2,500 00	-	-	550	52 00
133 145		Middlefield, .	4 53.9	500 00	90 08	590 08	130	243 00
117 146		Medway, . .	4 53.7	2,500 00	-	-	551	-
119 147		Sterling, . .	4 53.1	1,500 00	-	-	331	50 00
138 148		Wilbraham, . .	4 52	1,800 00	85 00	1,885 00	417	311 00
104 149		N. Brookfield, .	4 51.3	2,500 00	-	-	554	-
125 150		Marlborough, .	4 47	3,910 92	-	-	875	-
68 151		Saugus, . .	4 46.7	1,800 00	-	-	403	-
162 152		Winchendon, .	4 46.2	2,200 00	-	-	493	-
185 153		Lee, . .	4 44.5	4,169 00	-	-	938	-
141 154		Abington, . .	4 44.2	7,000 00	-	-	1,576	-
188 155		Millbury, . .	4 43.7	2,800 00	-	-	631	-
203 156		Acton, . .	4 42.7	1,700 00	-	-	384	-
178 157		Leominster, . .	4 42	3,323 67	-	-	752	-
150 158		Hawley, . .	4 38	600 00	-	-	137	230 67
174 159		Hanover, . .	4 35.5	1,350 00	-	-	310	-
195 160		New Salem, .	4 34.8	1,000 00	-	-	230	42 00
164 161		Billerica, . .	4 33.5	1,500 00	-	-	346	11 00
279 162		Swanzy, . .	4 32.7	1,125 00	-	-	260	70 00
171 163		Ware, . .	4 32.5	3,100 00	-	-	717	-
135 164		Webster, . .	4 30.8	2,490 00	-	-	578	-
156 165		Marshfield, . .	4 29	1,600 00	-	-	373	-
219 166		Montague, . .	4 27.7	1,372 00	172 00	1,544 00	361	205 00
253 167		Carver, . .	4 27.4	1,000 00	-	-	234	300 00
168 168		Bellingham, . .	4 27.2	1,000 00	140 63	1,140 63	267	24 00
106 169		Wayland, . .	4 26.4	1,100 00	-	-	258	-
153 170		Chelmsford, . .	4 25.5	2,000 00	-	-	470	-
130 171		N Reading, . .	4 25.5	1,000 00	-	-	235	-
127 172		Dover, . .	4 24.2	700 00	-	-	165	-
184 173		Cummington, .	4 23.7	600 00	150 00	750 00	177	200 00
88 174		Manchester, . .	4 19.9	1,600 00	-	-	381	-
201 175		Auburn, . .	4 19.6	600 00	-	-	143	30 00
177 176		Chesterfield, .	4 19.2	700 00	-	-	167	475 00
192 177		Sunderland, . .	4 18.7	850 00	-	-	203	44 00
173 178		Foxborough, . .	4 18.4	2,000 00	-	-	478	10 00

## SCHOOL RETURNS.

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For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
223	179	Andover, . . .	\$4 17.7	\$3,500 00	-	-	838	\$14 00
191	180	Goshen, . . .	4 16.7	350 00	-	-	84	200 00
160	181	Westminster, .	4 15.6	1,600 00	-	-	385	12 00
224	182	Milford, . . .	4 15.5	6,000 00	-	-	1,444	-
261	183	Halifax, . . .	4 11.8	700 00	-	-	170	75 00
180	184	Paxton, . . .	4 11	600 00	-	-	146	-
151	185	Shrewsbury, .	4 11	1,200 00	-	-	292	-
189	186	Hubbardston, .	4 09.5	1,528 00	-	-	373	-
196	187	Sandwich, . .	4 09	4,000 00	-	-	978	130 00
242	188	Heath, . . .	4 08.2	600 00	-	-	147	252 50
142	189	Marion, . . .	4 08.2	800 00	-	-	196	-
204	190	Franklin, . .	4 07.1	1,600 00	-	-	393	-
145	191	Dartmouth, .	4 06.5	3,500 00	-	-	861	150 00
169	192	Freetown, . .	4 05.4	1,500 00	-	-	371	-
186	193	Grafton, . . .	4 04	4,000 00	\$60 00	4,060 00	1,005	-
90	194	Weymouth, .	4 03.5	6,000 00	-	-	1,487	103 25
182	195	Amesbury, . .	4 01.9	2,500 00	-	-	622	-
214	196	Royalston, . .	4 01.3	1,200 00	-	-	299	50 00
205	197	Phillipston, .	4 00	700 00	-	-	175	-
212	198	Sutton, . . .	3 95.3	2,000 00	-	-	506	-
206	199	Brookfield, .	3 94.7	1,500 00	-	-	380	-
152	200	Petersham, . .	3 94.7	1,200 00	-	-	304	-
243	201	Gardner, . . .	3 92.5	2,000 00	-	-	509	-
230	202	Hopkinton, . .	3 92.3	2,950 00	-	-	752	-
166	203	Boylston, . .	3 92.2	600 00	-	-	153	16 00
148	204	Bolton, . . .	3 91.9	1,144 35	-	-	292	-
161	205	Plainfield, . .	3 91.3	450 00	-	-	115	500 00
187	206	Spencer, . . .	3 91.1	2,100 00	-	-	537	35 00
240	207	W. Brookfield,	3 90.1	1,100 00	-	-	282	-
215	208	Ashby, . . .	3 89.1	1,000 00	-	-	257	-
194	209	Stowe, . . .	3 87.1	1,200 00	-	-	310	-
251	210	Berkley, . . .	3 84.6	800 00	-	-	208	-
252	211	Hanson, . . .	3 84.6	1,000 00	-	-	260	-
92	212	Tisbury, . . .	3 84.6	1,500 00	-	-	390	-
190	213	Townsend, . .	3 83.7	1,600 00	-	-	417	100 00
147	214	Boxford, . . .	3 82	900 00	55 00	955 00	250	-
266	215	W. Bridgewar,	3 81.5	1,400 00	-	-	367	-
193	216	Charlton, . . .	3 79.8	1,500 00	-	-	395	-
213	217	Newbury, . . .	3 79.3	1,100 00	-	-	290	-
77	218	Braintree, . .	3 78.2	2,500 00	-	-	661	75 00
75	219	Ashland, . . .	3 77.5	1,140 00	-	-	320	-
270	220	Rutland, . . .	3 75.9	1,000 00	-	-	266	40 00
229	221	Norton, . . .	3 75	1,500 00	-	-	400	-
103	222	Wellfleet, . .	3 74.8	2,000 00	110 00	2,110 00	563	-
198	223	Pittsfield, . .	3 74.1	6,300 00	-	-	1,684	73 00
199	224	Agawam, . . .	3 72.9	1,100 00	-	-	295	128 00
255	225	Pawtucket, . .	3 72.3	3,500 00	-	-	940	-
248	226	Sandisfield, .	3 71.5	1,000 00	200 00	1,200 00	323	775 50
227	227	Whately, . . .	3 71.3	750 00	-	-	202	129 00

For 1888-9.	For 1891-92.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
208	228	Blackstone, . .	\$3 70.6	\$3,500 00	\$288 00	\$3,788 00	1,022	-
282	229	Rockport, . .	3 70.4	2,500 00	81 50	2,581 50	697	-
220	230	Middleton, . .	3 67	750 00	-	-	206	-
112	231	Raynham, . .	3 65.9	1,200 00	-	-	328	-
231	232	Westport, . .	3 65.5	2,000 00	284 15	2,284 15	625	\$500 00
211	233	Monson, . .	3 65.1	1,800 00	-	-	493	508 00
259	234	Orange, . .	3 64.7	1,200 00	-	-	329	9 00
209	235	Salisbury, . .	3 61.8	2,500 00	-	-	691	-
218	236	Princeton, . .	3 59.7	1,000 00	-	-	278	-
326	237	Cheshire, . .	3 58.2	1,200 00	-	-	335	52 50
241	238	Ashburnham, .	3 57.9	1,700 00	-	-	475	-
167	239	Montgomery, .	3 57.1	300 00	-	-	84	195 00
239	240	Ashfield, . .	3 55.9	1,000 00	-	-	281	370 00
249	241	Truro, . .	3 55.5	1,500 00	-	-	422	-
226	242	Dighton, . .	3 55.4	1,200 00	90 00	1,290 00	363	65 00
273	243	Tyringham, . .	3 55	600 00	-	-	169	176 75
221	244	Chilmark, . .	3 54.6	500 00	-	-	141	-
263	245	Worthington, .	3 53.1	630 00	146 98	776 98	220	739 09
232	246	Sturbridge, . .	3 52.1	1,500 00	-	-	426	100 00
245	247	Southbridge, .	3 51.1	2,700 00	-	-	769	90 80
281	248	Rowe, . .	3 50.9	600 00	-	-	171	70 50
246	249	Mansfield, . .	3 50	1,389 50	-	-	397	-
237	250	Easthampton, .	3 49.6	1,000 00	-	-	286	50 00
290	251	Wenham, . .	3 47.8	800 00	-	-	230	-
278	252	Dalton, . .	3 47.8	800 00	-	-	230	210 50
234	253	Plympton, . .	3 47.8	800 00	-	-	230	200 00
244	254	Enfield, . .	3 46.3	800 00	-	-	231	-
197	255	Warwick, . .	3 46.3	800 00	-	-	231	18 00
310	256	Williamstown, .	3 45.4	2,000 00	-	-	579	-
233	257	Scituate, . .	3 44	1,500 00	-	-	436	-
207	258	Somerset, . .	3 41.9	1,200 00	-	-	351	-
235	259	Conway, . .	3 37.1	1,200 00	-	-	356	475 00
260	260	Oakham, . .	3 36.5	700 00	-	-	208	-
210	261	Peru, . .	3 36.5	350 00	-	-	104	-
250	262	Southampton, .	3 36.3	750 00	-	-	223	-
238	263	Prescott, . .	3 35.8	450 00	-	-	134	105 00
170	264	Hamilton, . .	3 35.6	500 00	-	-	149	-
247	265	Northfield, . .	3 33.2	1,200 00	66 00	1,266 00	380	155 00
303	266	Wareham, . .	3 32.9	2,400 00	-	-	721	24 00
308	267	W. Springfield, .	3 32.4	1,200 00	-	-	361	40 00
276	268	Tolland, . .	3 30.8	400 00	30 00	430 00	130	345 50
291	269	Huntington, . .	3 30.6	800 00	-	-	242	306 00
299	270	Pelham, . .	3 29.3	550 00	-	-	167	42 00
313	271	Lanesborough, .	3 29.2	800 00	-	-	243	372 00
292	272	Mattapoisett, .	3 24.7	1,000 00	-	-	308	8 00
286	273	Adams, . .	3 24.5	4,124 16	-	-	1,271	800 00
254	274	Dudley, . .	3 22.6	1,200 00	-	-	372	20 00
314	275	Granville, . .	3 22.3	650 00	188 00	838 00	261	416 00
222	276	Northbridge, .	3 21.7	1,750 00	-	-	544	-

## SCHOOL RETURNS.

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For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
265 277		Otis, . . . .	\$3 20.9	\$600 00	-	-	187	\$285 00
176 278		N. Ashford, .	3 20.5	125 00	-	-	39	-
284 279		Gill, . . . .	3 18.5	500 00	-	-	157	92 00
274 280		Monterey, . .	3 18.5	450 00	\$104 13	\$554 13	174	439 00
268 281		Groveland, . .	3 18.4	897 99	-	-	282	-
225 282		Rowley, . . .	3 18	900 00	-	-	283	-
216 283		Douglas, . . .	3 14.5	1,500 00	-	-	477	-
277 284		Easton, . . .	3 12	1,800 00	-	-	577	-
271 285		N. Marlboro',	3 11.5	800 00	327 53	1,127 53	362	435 00
280 286		Blandford, . .	3 11.1	600 00	193 30	793 30	255	445 59
269 287		Amherst, . . .	3 08.2	2,000 00	-	-	649	-
264 288		Egremont, . .	3 08.1	650 00	-	-	211	334 25
288 289		Harwich, . . .	3 05.3	2,500 00	-	-	819	483 00
295 290		Shutesbury, .	3 03	600 00	-	-	198	94 00
258 291		Shelburne, . .	2 97.4	800 00	-	-	269	375 00
289 292		N. Bridgewater,	2 97.4	3,500 00	-	-	1,177	-
267 293		Russell, . . .	2 96.3	400 00	-	-	135	551 00
285 294		Wendell, . . .	2 94.1	500 00	-	-	170	21 50
306 295		Alford, . . . .	2 94.1	400 00	-	-	136	130 00
304 296		W. Boylston, .	2 92.4	1,500 00	-	-	513	100 00
307 297		Wales, . . . .	2 92	400 00	-	-	137	57 00
236 298		Pepperell, . .	2 86.5	1,000 00	-	-	349	-
297 299		E. Bridgewater,	2 86.5	2,000 00	-	-	698	-
272 300		Berlin, . . . .	2 85.7	600 00	-	-	210	-
257 301		Williamsburg, .	2 84.1	1,000 00	-	-	352	170 00
323 302		Charlemont, .	2 83	600 00	-	-	212	-
287 303		Dana, . . . .	2 80.4	600 00	-	-	214	66 50
296 304		Chester, . . .	2 79.7	800 00	-	-	286	640 00
294 305		Gt. Barrington,	2 78.2	2,000 00	-	-	719	573 00
301 306		Ludlow, . . . .	2 77.8	814 00	-	-	293	370 00
305 307		Stockbridge, .	2 77.8	1,200 00	-	-	432	20 00
316 308		Buckland, . . .	2 72.5	1,000 00	-	-	367	21 00
293 309		Holden, . . . .	2 72.1	1,200 00	-	-	441	39 36
317 310		Leyden, . . . .	2 70.3	400 00	-	-	148	226 00
302 311		W. Newbury, .	2 69.7	1,200 00	-	-	445	-
300 312		W. Stockbridge,	2 68.7	900 00	-	-	335	300 00
262 313		Holland, . . . .	2 64.7	225 00	-	-	85	25 00
309 314		Rehoboth, . . .	2 63.7	1,000 00	139 35	1,139 35	432	242 00
315 315		Coleraine, . . .	2 61.8	1,000 00	-	-	382	624 00
275 316		Hancock, . . .	2 60.4	500 00	-	-	192	662 50
298 317		Windsor, . . .	2 60.4	500 00	-	-	192	9 00
256 318		Topsfield, . . .	2 58.5	610 00	-	-	236	37 00
311 319		Leverett, . . .	2 56.4	600 00	-	-	234	194 44
322 320		Florida, . . . .	2 53.6	350 00	-	-	138	144 00
319 321		Palmer, . . . .	2 50.9	2,000 00	-	-	797	342 00
321 322		Richmond, . . .	2 40.6	450 00	-	-	187	563 00
318 323		Sheffield, . . .	2 40	1,500 00	-	-	625	574 61
312 324		Washington, . .	2 38.7	500 00	3 75	503 75	211	275 22
324 325		Monroe, . . . .	2 22.6	106 00	12 00	118 00	53	75 00

## BOARD OF EDUCATION.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
325	326	Mt. Washington	\$2 20.6	\$150 00	-	-	68	\$194 00
330	327	Lenox, . . .	2 11.8	900 00	-	-	425	187 00
320	328	Becket, . . .	2 09.4	800 00	-	-	382	778 00
328	329	Hinsdale, . .	2 09	700 00	-	-	335	187 00
327	330	Savoy, . . .	2 00	378 00	-	-	189	470 82
329	331	Clarksburg, .	1 98	200 00	-	-	101	200 00
331	332	Bernardston, .	1 71.1	350 00	-	-	204	28 00
332	333	Southwick,* .	0 83.9	-	\$167 80	\$167 80	200	433 00
		Acushnet,† . .	-	-	-	-	-	-
		Marshpee Dis.,	1 42.9	100 00	-	-	70	-

\* Southwick has a Local Fund, the income of which, added to the sum in the table (\$167.80) is appropriated for the public schools, and amounts to \$5.50 per child between 5 and 15.

† Newly incorporated.



## GRADUATED TABLES—FIRST SERIES.

*Table, showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town between the ages of 5 and 15 years.*

## SUFFOLK COUNTY.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON, . .	\$10 52.7	\$304,322 20	—	—	28909	—
3	2	Chelsea, . .	10 42.6	22,791 21	—	—	2,186	—
2	3	N. Chelsea, . .	8 43.4	1,400 00	—	—	166	—
4	4	Winthrop, . .	7 29.2	700 00	—	—	96	—

## ESSEX COUNTY.

1	1	NAHANT, . .	\$16 66.7	\$1,300 00	—	—	78	—
3	2	Lynn, . .	8 38.7	27,772 96	—	—	3,311	—
5	3	S. Danvers, . .	7 27.1	8,914 00	\$335 17	\$9,249 17	1,272	—
2	4	Lawrence, . .	7 03.2	19,000 00	—	—	2,702	—
6	5	Salem, . .	6 63.3	23,022 60	—	—	3,471	—
4	6	Danvers, . .	6 41.9	6,100 00	300 00	6,400 00	997	—
7	7	Swampscott, . .	6 28.9	2,000 00	—	—	318	—
16	8	Lynnfield, . .	6 08.1	900 00	—	—	148	—
8	9	Haverhill, . .	6 05.3	9,000 00	521 18	9,521 18	1,573	—
9	10	Beverly, . .	5 81.4	6,500 00	—	—	1,118	—
13	11	Essex, . .	5 81.4	1,500 00	—	—	258	—
11	12	Marblehead, . .	5 58.5	7,500 00	—	—	1,343	—
20	13	Methuen, . .	5 38.8	2,500 00	—	—	464	—
23	14	Georgetown, . .	5 33.3	2,000 00	—	—	375	—
12	15	Bradford, . .	5 13.7	1,500 00	—	—	292	—
15	16	Ipswich, . .	5 01.6	3,100 00	—	—	618	—
17	17	Gloucester, . .	4 93.2	10,090 00	—	—	2,046	—
19	18	Newburyport, . .	4 92.9	12,600 00	—	—	2,556	—
18	19	N. Andover, . .	4 88.3	2,300 00	—	—	471	—
10	20	Saugus, . .	4 46.7	1,800 00	—	—	403	—
14	21	Manchester, . .	4 19.9	1,600 00	—	—	381	—
28	22	Andover, . .	4 17.7	3,500 00	—	—	838	\$14 00
24	23	Amesbury, . .	4 01.9	2,500 00	—	—	622	—

## BOARD OF EDUCATION.

## ESSEX COUNTY—CONTINUED.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 16 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
21	24	Boxford, . .	\$3 82	\$900 00	\$55 00	\$955 00	250	-
26	25	Newbury, . .	3 79.3	1,100 00	-	-	290	-
32	26	Rockport, . .	3 70.4	2,500 00	81 50	2,581 50	697	-
27	27	Middleton, . .	3 67	750 00	-	-	206	-
25	28	Salisbury, . .	3 61.8	2,500 00	-	-	691	-
33	29	Wenham, . .	3 47.8	800 00	-	-	230	-
22	30	Hamilton, . .	3 35.6	500 00	-	-	149	-
31	31	Groveland, . .	3 18.4	897 99	-	-	282	-
29	32	Rowley, . . .	3 18	900 00	-	-	283	-
34	33	W. Newbury, .	2 69.7	1,200 00	-	-	445	-
30	34	Topsfield, . .	2 58.5	610 00	-	-	236	\$37 00

## MIDDLESEX COUNTY.

*	1	BELMONT, . .	\$17 34.1	\$3,000 00	-	-	173	-
1	2	Somerville, . .	12 03	16,000 00	-	-	1,330	-
11	3	Newton, . . .	10 34.7	14,000 00	-	-	1,353	-
4	4	Medford, . . .	9 48.6	8,300 00	-	-	875	-
7	5	Charlestown, .	9 27.3	39,891 74	-	-	4,302	-
10	6	Lowell, . . .	9 08.7	47,000 00	-	-	5,172	-
2	7	Brighton, . .	8 81.9	5,935 51	-	-	673	-
12	8	Cambridge, . .	8 73.6	38,359 86	-	-	4,391	-
9	9	Winchester, .	8 64.2	3,500 00	-	-	405	\$32 00
6	10	Lexington, . .	7 97.3	2,950 00	-	-	370	-
16	11	Lincoln, . . .	7 92.1	800 00	-	-	101	37 00
8	12	Malden, . . .	7 82	8,500 00	-	-	1,087	-
14	13	Concord, . . .	7 55.1	3,300 00	-	-	437	-
5	14	W. Cambridge,	7 44.6	3,037 80	-	-	408	-
19	15	Littleton, . .	7 44	1,250 00	-	-	168	-
13	16	Melrose, . . .	7 26.7	3,575 19	-	-	492	-
3	17	Watertown, . .	7 17.7	4,500 00	-	-	627	-
22	18	Dunstable, . .	7 04.2	500 00	-	-	71	-
18	19	Weston, . . .	6 71.3	1,450 00	-	-	216	22 50
17	20	Waltham, . . .	6 68.6	7,000 00	-	-	1,047	-
31	21	Tyngsborough,	6 42.9	900 00	-	-	140	-
20	22	S. Reading, . .	6 36.4	4,200 00	-	-	660	-
23	23	Stoneham, . .	6 32.9	3,500 00	-	-	553	-
15	24	Framingham, .	6 21.1	5,000 00	-	-	805	47 50
21	25	Sherborn, . . .	6 03.4	1,400 00	-	-	232	71 60
28	26	Bedford, . . .	5 72.6	1,000 00	\$93 63	1,093 63	191	-
27	27	Woburn, . . .	5 65.1	6,284 00	-	-	1,112	-
32	28	Reading, . . .	5 42.5	3,000 00	-	-	553	-
33	29	Carlisle, . . .	5 41.7	650 00	-	-	120	-
37	30	Dracut, . . .	5 41.7	1,608 00	-	-	295	40 00
34	31	Burlington, . .	5 24	545 00	-	-	104	-

\* Newly incorporated.

## SCHOOL RETURNS.

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## MIDDLESEX COUNTY—CONTINUED.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
24	32	Natick, . . .	\$5 09	\$4,500 00	-	-	884	\$50 00
26	33	Boxborough, .	5 05	500 00	-	-	99	17 00
25	34	Holliston, . .	5 02.2	3,450 00	-	-	637	24 00
40	35	Groton, . . .	4 95	3,000 00	-	-	606	-
38	36	Wilmington, .	4 93.4	750 00	-	-	152	-
36	37	Tewksbury, .	4 76.2	1,000 00	-	-	210	-
30	38	Shirley, . . .	4 72.7	1,300 00	-	-	275	-
45	39	Westford, . .	4 66.7	1,400 00	-	-	300	-
43	40	Sudbury, . . .	4 66.4	1,320 00	-	-	283	-
39	41	Marlborough, .	4 47	3,910 92	-	-	875	-
48	42	Acton, . . .	4 42.7	1,700 00	-	-	384	-
44	43	Billerica, . .	4 33.5	1,500 00	-	-	346	11 00
35	44	Wayland, . . .	4 26.4	1,100 00	-	-	258	-
42	45	Chelmsford, .	4 25.5	2,000 00	-	-	470	-
41	46	N. Reading, .	4 25.5	1,000 00	-	-	235	-
50	47	Hopkinton, . .	3 92.3	2,950 00	-	-	752	-
49	48	Ashby, . . .	3 89.1	1,000 00	-	-	257	-
47	49	Stowe, . . .	3 87.1	1,200 00	-	-	310	-
46	50	Townsend, . .	3 83.7	1,600 00	-	-	417	100 00
29	51	Ashland, . . .	3 77.5	1,140 00	-	-	302	-
51	52	Pepperell, . .	2 86.5	1,000 00	-	-	349	-

## WORCESTER COUNTY.

1	1	WORCESTER, .	\$7 50.7	\$31,250 00	-	-	4,163	-
2	2	Harvard, . .	6 78.5	1,940 54	-	-	286	-
4	3	Barre, . . .	6 27.4	3,300 00	-	-	526	-
3	4	Clinton, . . .	6 12.6	3,798 22	-	-	620	-
22	5	Southborough, .	6 01.3	1,900 00	-	-	316	\$381 00
6	6	Fitchburg, . .	5 68.3	7,200 00	-	-	1,267	-
12	7	Uxbridge, . .	5 42.9	2,500 00	\$220 00	\$2,720 00	501	-
17	8	Westborough, .	5 40.6	2,600 00	76 00	2,676 00	495	-
5	9	Warren, . . .	5 21.7	1,800 00	-	-	345	-
7	10	Templeton, . .	5 17.2	2,400 00	-	-	464	-
8	11	N. Braintree, .	5 16.1	800 00	-	-	155	-
18	12	Lancaster, . .	5 14.3	1,800 00	-	-	350	78 00
11	13	Hardwick, . .	5 00	1,500 00	-	-	300	-
27	14	Upton, . . .	4 97.1	1,700 00	-	-	342	-
31	15	Leicester, . .	4 95	2,500 00	-	-	503	11 79
14	16	Northborough, .	4 90.6	1,300 00	-	-	265	-
9	17	Athol, . . .	4 89.8	2,400 00	-	-	490	-
25	18	Mendon, . . .	4 65.7	1,000 00	127 09	1,127 09	242	-
29	19	Lunenburg, . .	4 54.5	1,000 00	-	-	220	35 00
15	20	Oxford, . . .	4 54.5	2,500 00	-	-	550	52 00
13	21	Sterling, . . .	4 53.1	1,500 00	-	-	331	50 00

## BOARD OF EDUCATION.

## WORCESTER COUNTY—CONTINUED.

F.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
10	22	N. Brookfield, .	\$4 51.3	\$2,500 00	-	-	554	-
24	23	Winchendon, .	4 46.2	2,200 00	-	-	493	-
34	24	Millbury, . .	4 43.7	2,800 00	-	-	631	-
28	25	Leominster, .	4 42	3,323 67	-	-	752	-
16	26	Webster, . .	4 30.8	2,490 00	-	-	578	-
37	27	Auburn, . . .	4 19.6	600 00	-	-	143	\$30 00
23	28	Westminster, .	4 15.6	1,600 00	-	-	385	12 00
46	29	Milford, . . .	4 15.5	6,000 00	-	-	1,444	-
30	30	Paxton, . . .	4 11	600 00	-	-	146	-
20	31	Shrewsbury, .	4 11	1,200 00	-	-	292	-
35	32	Hubbardston, .	4 09.5	1,528 00	-	-	373	-
32	33	Grafton, . . .	4 04	4,000 00	\$60 00	4,060 00	1,005	-
42	34	Royalston, . .	4 01.3	1,200 00	-	-	299	50 00
38	35	Phillipston, .	4 00	700 00	-	-	175	32 00
41	36	Sutton, . . .	3 95.3	2,000 00	-	-	506	-
39	37	Brookfield, .	3 94.7	1,500 00	-	-	380	-
21	38	Petersham, . .	3 94.7	1,200 00	-	-	304	-
50	39	Gardner, . . .	3 92.5	2,000 00	-	-	509	-
26	40	Boylston, . .	3 92.2	600 00	-	-	153	16 00
19	41	Bolton, . . .	3 91.9	1,144 35	-	-	292	-
33	42	Spencer, . . .	3 91.1	2,100 00	-	-	537	35 00
48	43	W. Brookfield,	3 90.1	1,100 00	-	-	282	-
36	44	Charlton, . . .	3 79.8	1,500 00	-	-	395	-
54	45	Rutland, . . .	3 75.9	1,000 00	-	-	266	40 00
40	46	Blackstone, .	3 70.6	3,500 00	288 00	3,788 00	1,022	-
44	47	Princeton, . .	3 59.7	1,000 00	-	-	278	-
49	48	Ashburnham, .	3 57.9	1,700 00	-	-	475	-
47	49	Sturbridge, . .	3 52.1	1,500 00	-	-	426	100 00
51	50	Southbridge, .	3 51.1	2,700 00	-	-	769	90 80
53	51	Oakham, . . .	3 36.5	700 00	-	-	208	-
52	52	Dudley, . . .	3 22.6	1,200 00	-	-	372	20 00
45	53	Northbridge, .	3 21.7	1,750 00	-	-	544	-
43	54	Douglas, . . .	3 14.5	1,500 00	-	-	477	-
58	55	W. Boylston, .	2 92.4	1,500 00	-	-	513	100 00
55	56	Berlin, . . .	2 85.7	600 00	-	-	210	-
56	57	Dana, . . .	2 80.4	600 00	-	-	214	66 50
57	58	Holden, . . .	2 72.1	1,200 00	-	-	441	39 36

## HAMPSHIRE COUNTY.

2	1	S. HADLEY, .	\$6 18.8	\$2,500 00	-	-	404	-
4	2	Greenwich, . .	6 14	700 00	-	-	114	-
5	3	Northampton, .	5 85.8	7,000 00	-	-	1,195	-
1	4	Granby, . . .	5 40.5	1,000 00	-	-	185	-

## SCHOOL RETURNS.

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## HAMPSHIRE COUNTY—CONTINUED.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	5	Hatfield, . . .	\$4 93.8	\$1,200 00	-	-	243	-
7	6	Hadley, . . .	4 82.6	1,800 00	-	-	373	-
14	7	Belchertown, .	4 75.2	2,400 00	-	-	505	\$171 00
8	8	Westhampton, .	4 58.7	500 00	-	-	109	281 50
6	9	Middlefield, .	4 53.9	500 00	\$90 08	\$590 08	130	243 00
10	10	Ware, . . .	4 32.5	3,100 00	-	-	717	-
12	11	Cummington, .	4 23.7	600 00	150 00	750 00	177	200 00
11	12	Chesterfield, .	4 19.2	700 00	-	-	167	475 00
13	13	Goshen, . . .	4 16.7	350 00	-	-	84	200 00
9	14	Plainfield, . .	3 91.3	450 00	-	-	115	500 00
20	15	Worthington, .	3 53.1	630 00	146 98	776 98	220	739 09
15	16	Easthampton, .	3 49.6	1,000 00	-	-	286	50 00
17	17	Enfield, . . .	3 46.3	800 00	-	-	231	-
18	18	Southampton, .	3 36.3	750 00	-	-	223	-
16	19	Prescott, . . .	3 35.8	450 00	-	-	134	105 00
22	20	Huntington, . .	3 30.6	800 00	-	-	242	306 00
23	21	Pelham, . . .	3 29.3	550 00	-	-	167	42 00
21	22	Amherst, . . .	3 08.2	2,000 00	-	-	649	-
19	23	Williamsburg, .	2 84.1	1,000 00	-	-	352	670 00

## HAMPDEN COUNTY.

1	1	SPRINGFIELD,	\$7 24	\$18,000 00	\$135 00	18,135 00	2,505	-
3	2	Longmeadow, .	7 02.1	1,650 00	-	-	235	-
2	3	Chicopee, . . .	6 16.2	6,965 00	595 49	7,560 49	1,227	-
4	4	Westfield, . . .	5 06.8	4,500 00	-	-	888	\$262 50
7	5	Brimfield, . . .	4 89.8	1,200 00	-	-	245	10 00
5	6	Holyoke, . . .	4 88.4	4,000 00	-	-	819	-
6	7	Wilbraham, . .	4 52	1,800 00	85 00	1,885 00	417	311 50
9	8	Agawam, . . .	3 72.9	1,100 00	-	-	295	128 00
10	9	Monson, . . .	3 65.1	1,800 00	-	-	493	508 00
8	10	Montgomery, .	3 57.1	300 00	-	-	84	195 00
18	11	W. Springfield,	3 32.4	1,200 00	-	-	361	40 00
13	12	Tolland, . . .	3 30.8	400 00	30 00	430 00	130	345 50
19	13	Granville, . . .	3 22.3	650 00	188 00	838 00	260	416 00
14	14	Blandford, . . .	3 11.1	600 00	193 30	793 30	255	445 59
12	15	Russell, . . .	2 96.3	400 00	-	-	135	551 00
17	16	Wales, . . .	2 92	400 00	-	-	137	57 00
15	17	Chester, . . .	2 79.7	800 00	-	-	286	640 00
16	18	Ludlow, . . .	2 77.8	814 00	-	-	293	370 00
11	19	Holland, . . .	2 64.7	225 00	-	-	85	25 00
20	20	Palmer, . . .	2 50.9	2,000 00	-	-	797	342 00
21	21	Southwick,* .	0 83.9	-	167 80	167 80	200	433 00

\* Southwick has a Local Fund, the income of which is appropriated for public schools.

## BOARD OF EDUCATION.

## FRANKLIN COUNTY.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	GREENFIELD, .	\$5 75	\$3,450 00	-	-	600	1,033 00
3	2	Deerfield, . .	5 40.4	3,258 75	-	-	603	371 00
1	3	Erving, . . .	4 89.1	450 00	\$44 00	\$494 00	101	20 00
4	4	Hawley, . . .	4 38	600 00	-	-	137	230 67
6	5	N. Salem, . .	4 34.8	1,000 00	-	-	230	42 00
8	6	Montague, . .	4 27.7	1,372 00	172 00	1,544 00	361	205 00
5	7	Sunderland, .	4 18.7	850 00	-	-	203	44 00
12	8	Heath, . . .	4 08.2	600 00	-	-	147	252 50
9	9	Whately, . . .	3 71.3	750 00	-	-	202	129 00
15	10	Orange, . . .	3 64.7	1,200 00	-	-	329	9 00
11	11	Ashfield, . . .	3 55.9	1,000 00	-	-	281	370 00
16	12	Rowe, . . .	3 50.9	600 00	-	-	171	70 50
7	13	Warwick, . . .	3 46.3	800 00	-	-	231	18 00
10	14	Conway, . . .	3 37.1	1,200 00	-	-	356	475 00
13	15	Northfield, . .	3 33.2	1,200 00	66 00	1,266 00	380	155 00
17	16	Gill, . . .	3 18.5	500 00	-	-	157	92 00
19	17	Shutesbury, .	3 03	600 00	-	-	198	94 00
14	18	Shelburne, . .	2 97.4	800 00	-	-	269	375 00
18	19	Wendell, . . .	2 94.1	500 00	-	-	170	21 50
24	20	Charlemont, .	2 83	600 00	-	-	212	-
22	21	Buckland, . . .	2 72.5	1,000 00	-	-	367	21 00
23	22	Leyden, . . .	2 70.3	400 00	-	-	148	226 00
21	23	Coleraine, . .	2 61.8	1,000 00	-	-	382	624 00
20	24	Leverett, . . .	2 56.4	600 00	-	-	231	194 44
25	25	Monroe, . . .	2 22.6	106 00	12 00	118 00	53	75 00
26	26	Bernardston, .	1 71.1	350 00	-	-	204	28 00

## BERKSHIRE COUNTY.

2	1	LEE, . . . .	\$4 44.5	\$4,169 00	-	-	938	-
3	2	Pittsfield, . .	3 74.1	6,300 00	-	-	1,684	\$73 00
5	3	Sandisfield, . .	3 71.5	1,000 00	\$200 00	\$1,200 00	323	775 50
27	4	Cheshire, . . .	3 58.2	1,200 00	-	-	335	52 50
9	5	Tyringham, . .	3 55	600 00	-	-	169	176 75
12	6	Dalton, . . .	3 47.8	800 00	-	-	230	210 50
19	7	Williamstown, .	3 45.4	2,000 00	-	-	579	-
4	8	Peru, . . . .	3 36.5	350 00	-	-	104	-
21	9	Lanesborough, .	3 29.2	800 00	-	-	243	372 00
13	10	Adams, . . . .	3 24.5	4,124 16	-	-	1,271	800 00
7	11	Otis, . . . .	3 20.9	600 00	-	-	187	285 00
1	12	N. Ashford, . .	3 20.5	125 00	-	-	39	-
10	13	Monterey, . . .	3 18.5	450 00	104 13	554 13	174	439 00
8	14	N. Marlborough	3 11.5	800 00	327 53	1,127 53	362	435 00
6	15	Egremont, . . .	3 08.1	650 00	-	-	211	334 25

## SCHOOL RETURNS.

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## BERKSHIRE COUNTY—CONTINUED.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
18	16	Alford, . . .	\$2 94.1	\$400 00	-	-	136	\$130 00
14	17	Gt. Barrington, .	2 78.2	2,000 00	-	-	719	573 00
17	18	Stockbridge, . .	2 77.8	1,200 00	-	-	432	20 00
16	19	W. Stockbridge, .	2 68.7	900 00	-	-	335	300 00
11	20	Hancock, . . .	2 60.4	500 00	-	-	192	662 50
15	21	Windsor, . . .	2 60.4	500 00	-	-	192	9 00
25	22	Florida, . . .	2 53.6	350 00	-	-	138	144 00
24	23	Richmond, . . .	2 40.6	450 00	-	-	187	563 00
22	24	Sheffield, . . .	2 40	1,500 00	-	-	625	574 61
20	25	Washington, . .	2 38.7	500 00	\$3 75	\$503 75	211	275 22
26	26	Mt. Washington	2 20.6	150 00	-	-	68	194 00
31	27	Lenox, . . .	2 11.8	900 00	-	-	425	187 00
23	28	Becket, . . .	2 09.4	800 00	-	-	382	778 00
29	29	Hinsdale, . . .	2 09	700 00	-	-	335	177 00
28	30	Savoy, . . .	2 00	378 00	-	-	189	470 82
30	31	Clarksburg, . .	1 98	200 00	-	-	101	200 00

## NORFOLK COUNTY.

1	1	BROOKLINE, . .	\$20 04.8	\$14,575 00	-	-	727	-
2	2	W. Roxbury, . .	12 87	12,600 00	-	-	979	\$200 00
3	3	Dorchester, . .	12 17.7	20,823 25	-	-	1,710	-
4	4	Dedham, . . .	10 32.6	11,224 00	-	-	1,087	-
5	5	Roxbury, . . .	9 44.8	43,386 44	-	-	4,592	-
6	6	Milton, . . .	8 72.6	5,000 00	-	-	573	-
7	7	Quincy, . . .	6 18.7	8,600 00	-	-	1,390	-
8	8	Walpole, . . .	5 91.7	2,000 00	-	-	338	-
17	9	Canton, . . .	5 28.8	3,200 00	-	-	605	-
15	10	Sharon, . . .	5 22.5	1,228 00	\$120 00	\$1,348 00	258	-
13	11	Wrentham, . . .	4 97.3	2,950 00	341 86	3,291 86	662	-
16	12	Cohasset, . . .	4 91.8	2,000 00	-	-	427	-
19	13	Randolph, . . .	4 81.5	6,000 00	-	-	1,246	-
12	14	Stoughton, . . .	4 72.2	4,500 00	-	-	953	56 00
18	15	Medfield, . . .	4 67.8	800 00	-	-	171	-
11	16	Needham, . . .	4 67.8	2,400 00	-	-	513	-
23	17	Medway, . . .	4 53.7	2,500 00	-	-	551	-
20	18	Bellingham, . .	4 27.2	1,000 00	140 63	1,140 63	267	24 00
14	19	Dover, . . .	4 24.2	700 00	-	-	165	-
21	20	Foxborough, . .	4 18.4	2,000 00	-	-	478	10 00
22	21	Franklin, . . .	4 07.1	1,600 00	-	-	393	-
10	22	Weymouth, . . .	4 03.5	6,000 00	-	-	1,487	103 25
9	23	Braintree, . . .	3 78.2	2,500 00	-	-	661	75 00

## BOARD OF EDUCATION.

## BRISTOL COUNTY.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD, .	\$10 59.8	\$37,939 54	-	-	3,580	-
2	2	Fairhaven, . .	7 78.2	8,000 00	-	-	1,028	-
3	3	Fall River, . .	5 42.9	15,500 00	-	-	2,855	-
8	4	Seekonk, . . .	5 05.9	1,800 00	\$264 00	\$2,064 00	408	\$68 00
5	5	Attleborough, .	4 81.9	6,042 52	-	-	1,254	-
4	6	Taunton, . . .	4 77.3	14,000 00	-	-	2,933	100 00
18	7	Swansey, . . .	4 32.7	1,125 00	-	-	260	70 00
7	8	Dartmouth, . .	4 06.5	3,500 00	-	-	861	150 00
9	9	Freetown, . . .	4 05.4	1,500 00	-	-	370	-
15	10	Berkley, . . .	3 84.6	800 00	-	-	208	-
12	11	Norton, . . . .	3 75	1,500 00	-	-	400	-
16	12	Pawtucket, . .	3 72.3	3,500 00	-	-	940	-
6	13	Raynham, . . .	3 65.9	1,200 00	-	-	328	-
13	14	Westport, . . .	3 65.5	2,000 00	284 15	2,284 15	625	500 00
11	15	Dighton, . . .	3 55.4	1,200 00	90 00	1,290 00	363	65 00
14	16	Mansfield, . .	3 50	1,389 50	-	-	397	-
10	17	Somerset, . . .	3 41.9	1,200 00	-	-	351	-
17	18	Easton, . . . .	3 12	1,800 00	-	-	577	-
19	19	Rehoboth, . . .	2 63.7	1,000 00	139 35	1,139 35	432	242 00
		Acushnet,* . .	-	-	-	-	-	-

## PLYMOUTH COUNTY.

1	1	PLYMOUTH, . .	\$7 77.6	\$10,000 00	-	-	1,286	-
2	2	Kingston, . . .	6 34.9	2,000 00	-	-	315	-
3	3	Hingham, . . .	6 15.2	4,909 10	-	-	798	-
5	4	Lakeville, . . .	5 88.2	1,200 00	-	-	204	\$25 00
10	5	Hull, . . . . .	5 27.3	290 00	-	-	55	-
4	6	S. Scituate, . .	5 06	1,700 00	-	-	336	22 50
6	7	Middleborough,	4 87	4,500 00	-	-	924	200 00
14	8	Duxbury, . . .	4 76.5	2,000 00	\$249 00	\$2,249 00	472	-
9	9	Pembroke, . . .	4 65.4	1,000 00	168 17	1,168 17	251	38 40
8	10	Rochester, . . .	4 63.3	1,200 00	-	-	259	130 00
7	11	Bridgewater, . .	4 62.2	3,000 00	-	-	649	-
11	12	Abington, . . .	4 44.2	7,000 00	-	-	1,576	-
15	13	Hanover, . . . .	4 35.5	1,350 00	-	-	310	-
13	14	Marshfield, . .	4 29	1,600 00	-	-	373	-
19	15	Carver, . . . .	4 27.4	1,000 00	-	-	234	300 00
20	16	Halifax, . . . .	4 11.8	700 00	-	-	170	75 00
12	17	Marion, . . . .	4 08.2	800 00	-	-	196	-
18	18	Hanson, . . . .	3 84.6	1,000 00	-	-	260	-
21	19	W. Bridgewater	3 81.5	1,400 00	-	-	367	-
17	20	Plympton, . . .	3 47.8	800 00	-	-	230	200 00
16	21	Scituate, . . .	3 44	1,500 00	-	-	436	-

\* Newly incorporated and included in Fairhaven.



## SCHOOL RETURNS.

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## PLYMOUTH COUNTY—CONTINUED.

For 1858-9.	For 1859-60.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
25	22	Wareham, . .	\$3 32.9	\$2,400 00	—	—	721	\$24 00
23	23	Mattapoisett, .	3 24.7	1,000 00	—	—	308	8 00
22	24	N. Bridgewater	2 97.4	3,500 00	—	—	1,177	—
24	25	E. Bridgewater	2 86.5	2,000 00	—	—	698	—

## BARNSTABLE COUNTY.

5	1	YARMOUTH, .	\$5 63.9	\$3,000 00	—	—	532	—
1	2	Brewster, . .	5 55.6	1,700 00	—	—	306	—
2	3	Orleans, . . .	5 09.4	1,900 00	—	—	373	—
9	4	Chatham, . .	4 83.1	3,000 00	—	—	621	\$133 00
7	5	Eastham, . .	4 72.4	658 00	\$60 00	\$718 00	152	—
6	6	Barnstable, .	4 71.2	5,000 00	—	—	1,059	75 00
4	7	Provincetown, .	4 68	3,000 00	—	—	641	—
12	8	Dennis, . . .	4 66.2	4,000 00	—	—	858	711 00
10	9	Falmouth, . .	4 57.9	2,000 00	321 36	2,321 36	507	237 00
8	10	Sandwich, . .	4 09	4,000 00	—	—	978	130 00
3	11	Wellfleet, . .	3 74.8	2,000 00	110 00	2,110 00	563	—
11	12	Truro, . . .	3 55.5	1,500 00	—	—	422	—
13	13	Harwich, . .	3 05.3	2,500 00	—	—	819	483 00

## DUKES COUNTY.

1	1	EDGARTOWN, .	\$5 45	\$2,000 00	—	—	367	—
2	2	Tisbury, . .	3 84.6	1,500 00	—	—	390	—
3	3	Chilmark, . .	3 54.6	500 00	—	—	141	—

## NANTUCKET COUNTY.

NANTUCKET, . . . .	\$9 08.1	\$11,215 00	—	—	1,235	—
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## MARSHPEE DISTRICT.

MARSHPEE, . . . .	\$1 42.9	\$100 00	—	—	70	—
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## BOARD OF EDUCATION.

## A GRADUATED TABLE—FIRST SERIES.

*Showing the Comparative Amount of Money appropriated by the different Counties in the State for the education of each Child between the ages of 5 and 15 years in the County.*

For 1858-9.	COUNTIES.	Sum appropriated by counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	SUFFOLK,	\$10 50	\$320,213 41	-	\$320,213 41	31,351	-
2	Nantucket,	9 01	11,215 00	-	11,215 00	1,235	-
3	Norfolk,	7 82	157,586 69	\$602 49	158,189 18	20,233	\$468 25
4	Middlesex,	7 56	279,008 02	93 63	279,101 65	36,914	452 60
5	Bristol,	5 82	104,996 56	777 50	105,773 06	18,170	1,195 00
6	Essex,	5 81	169,657 55	1,292 85	170,950 40	29,414	51 00
7	Hampden,	4 95	48,804 00	1,394 59	50,198 59	10,147	5,080 09
8	Worcester,	4 79	141,024 00	771 09	141,795 09	29,582	1,239 45
9	Plymouth,	4 62	57,849 10	417 17	58,266 27	12,605	1,022 90
10	Dukes,	4 45	4,000 00	-	4,000 00	898	-
11	Hampshire,	4 44	30,780 00	387 06	31,167 06	7,022	3,982 59
12	Barnstable,	4 42	34,358 00	551 36	34,909 36	7,901	1,769 00
13	Franklin,	3 70	24,586 75	294 00	24,880 75	6,726	5,175 61
14	Berkshire,	3 19	35,396 16	635 41	36,031 57	11,516	9,221 65
	Marshpee District,	1 43	100 00	-	100 00	70	-

## AGGREGATE FOR THE STATE.

State,	\$6 42	\$1,428,476 02	\$7,217 15	\$1,435,693 17	223,714	\$29,658 14
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## A GRADUATED TABLE—FIRST SERIES.

*Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State for the education of each Child between the ages of 5 and 15 years in the County.*

For 1859-60.	COUNTIES.	Totals.
1	SUFFOLK, . . . . .	\$10 50
2	Nantucket, . . . . .	9 01
3	Norfolk, . . . . .	7 84
4	Middlesex, . . . . .	7 57
5	Bristol, . . . . .	5 89
6	Essex, . . . . .	5 85
7	Hampden, . . . . .	5 45
8	Hampshire, . . . . .	5 01
9	Worcester, . . . . .	4 84
10	Plymouth, . . . . .	4 70
11	Barnstable, . . . . .	4 64
12	Franklin, . . . . .	4 47
13	Dukes, . . . . .	4 45
14	Berkshire, . . . . .	3 93
Aggregate for the State, including voluntary contributions, .		\$6 55

## GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriations of the cities and towns as compared with their respective valuations in 1850.\*

The first column shows the rank of the cities and towns in a similar Table for 1858-9.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1859-60.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

The first Graduated Tables, showing the sum appropriated per child, between 5 and 15 years of age, rest on facts that can be accurately ascertained in every case, and may therefore present perfectly accurate results. The second series of Graduated Tables rests, on one of the same facts (the amount appropriated); also, on the valuations which are to some extent arbitrary and liable to unavoidable errors. Therefore, the comparisons in the second series may have no advantage over those in the first series, in accuracy or justness.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

\* The State Valuation for 1860 was not completed in season for this Report.

## GRADUATED TABLES—SECOND SERIES.

*A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1859-60.*

For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	SOMERVILLE, . . .	\$ .007-61	33	35	Eastham, . . .	\$ .003-87
4	2	Lynn, . . . . .	7-49	65	36	Rockport, . . .	3-84
8	3	Stoneham, . . .	7-26	34	37	N. Brookfield, .	3-84
1	4	Wellfleet, . . .	7-17	56	38	Pawtucket, . . .	3-82
3	5	Melrose, . . . .	7-08	37	39	Taunton, . . . .	3-78
7	6	Chelsea, . . . .	6-56	40	40	S. Hadley, . . .	3-77
16	7	Chatham, . . . .	6-19	39	41	Athol, . . . . .	3-75
5	8	Orleans, . . . .	5-84	57	42	Reading, . . . .	3-74
6	9	Attleborough, . .	5-81	46	43	Dedham, . . . .	3-74
12	10	S. Reading, . . .	5-56	47	44	Marblehead, . .	3-69
9	11	Winchester, . . .	5-39	35	45	Mansfield, . . .	3-67
32	12	Milford, . . . .	5-24	19	46	Saugus, . . . . .	3-66
10	13	Brewster, . . . .	5-08	44	47	Brighton, . . . .	3-63
63	14	Dennis, . . . . .	5-01	41	48	Cambridge, . . .	3-62
11	15	Malden, . . . . .	4-91	77	49	Randolph, . . . .	3-61
13	16	Natick, . . . . .	4-91	72	50	Gardner, . . . .	3-58
17	17	Abington, . . . .	4-77	45	51	Middleborough, .	3-55
14	18	Harwich, . . . .	4-76	48	52	Fitchburg, . . . .	3-53
18	19	Danvers, . . . .	4-72	27	53	Weymouth, . . .	3-50
15	20	Charlestown, . . .	4-63	94	54	Westborough, . .	3-48
36	21	Newton, . . . . .	4-43	67	55	Montague, . . . .	3-45
31	22	Buckland, . . . .	4-39	53	56	Medford, . . . .	3-44
21	23	Lee, . . . . .	4-31	49	57	N. Bridgewater, .	3-36
20	24	Gloucester, . . .	4-26	54	58	Marlborough, . .	3-34
30	25	Haverhill, . . . .	4-24	82	59	Hopkinton, . . .	3-33
22	26	Holliston, . . . .	4-20	86	60	Huntington, . . .	3-31
25	27	Clinton, . . . . .	4-18	55	61	Barnstable, . . .	3-28
23	28	Quincy, . . . . .	4-12	70	62	Deerfield, . . . .	3-23
24	29	Stoughton, . . . .	4-12	78	63	Greenfield, . . .	3-22
38	30	Roxbury, . . . .	4-11	42	64	Manchester, . . .	3-20
26	31	Truro, . . . . .	4-08	71	65	Woburn, . . . . .	3-20
28	32	Bradford, . . . .	4-07	80	66	Watertown, . . .	3-19
29	33	Plymouth, . . . .	4-04	59	67	Erving, . . . . .	3-19
50	34	Yarmouth, . . . .	4-02	142	68	Southborough, .	3-17

For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
51	69	Lawrence, . . .	\$ .003-16	104	118	Freetown, . . .	\$ .002-65
61	70	Lexington, . . .	3-16	151	119	Hanson, . . .	2-65
97	71	Acton, . . .	3-14	113	120	Pembroke, . . .	2-65
74	72	Hingham, . . .	3-13	119	121	North Chelsea, . .	2-62
64	73	Bedford, . . .	3-12	62	122	Frammingham, . .	2-62
60	74	Webster, . . .	3-11	110	123	Harvard, . . .	2-62
66	75	Foxborough, . .	3-09	173	124	Oxford, . . .	2-62
58	76	Dorchester, . .	3-07	109	125	Warren, . . .	2-62
69	77	Greenwich, . .	3-06	108	126	New Bedford, . .	2-62
68	78	Berkley, . . .	3-06	163	127	Lynnfield, . . .	2-61
73	79	Sandwich, . . .	3-04	112	128	Concord, . . .	2-61
75	80	Beverly, . . .	3-01	133	129	Sandisfield, . . .	2-59
76	81	Needham, . . .	3-00	116	130	Somerset, . . .	2-59
105	82	Grafton, . . .	2-99	159	131	Pelham, . . .	2-56
79	83	Edgartown, . .	2-98	117	132	Becket, . . .	2-55
102	84	Seekonk, . . .	2-97	121	133	Easton, . . .	2-54
83	85	Wrentham, . . .	2-93	122	134	Fall River, . . .	2-54
84	86	Ipswich, . . .	2-92	111	135	Rochester, . . .	2-54
147	87	Belchertown, . .	2-89	123	136	Spencer, . . .	2-53
89	88	Westfield, . . .	2-88	96	137	Granby, . . .	2-53
144	89	Medway, . . .	2-88	124	138	Waltham, . . .	2-51
87	90	Milton, . . .	2-88	125	139	Tyringham, . . .	2-51
88	91	Provincetown, .	2-88	128	140	Ashburnham, . .	2-49
174	92	Carver, . . .	2-87	118	141	Dighton, . . .	2-49
91	93	Springfield, . .	2-85	129	142	Marshfield, . . .	2-49
92	94	Dana, . . .	2-84	168	143	Franklin, . . .	2-47
93	95	Millbury, . . .	2-84	212	144	Sharon, . . .	2-46
130	96	Upton, . . .	2-83	134	145	Walpole, . . .	2-46
136	97	West Boylston, .	2-82	132	146	Fairhaven, . . .	2-46
103	98	Worcester, . . .	2-82	131	147	E. Bridgewater, .	2-46
169	99	Georgetown, . .	2-80	126	148	Hull, . . .	2-46
90	100	Ashland, . . .	2-80	135	149	Amesbury, . . .	2-45
115	101	Northampton, .	2-80	114	150	Bridgewater, . .	2-45
98	102	Ware, . . .	2-80	137	151	Hanover, . . .	2-45
81	103	Lowell, . . .	2-79	139	152	Salisbury, . . .	2-44
95	104	Northbridge, . .	2-79	138	153	New Salem, . .	2-44
165	105	Rowe, . . .	2-78	152	154	Nantucket, . . .	2-44
161	106	Halifax, . . .	2-74	141	155	Monterey, . . .	2-43
99	107	Templeton, . .	2-73	140	156	Falmouth, . . .	2-43
100	108	Sherborn, . . .	2-71	143	157	Shutesbury, . .	2-42
167	109	W. Bridgewater, .	2-71	145	158	Plympton, . . .	2-42
43	110	Tisbury, . . .	2-70	146	159	Middleton, . . .	2-41
101	111	Sunderland, . .	2-69	127	160	Uxbridge, . . .	2-41
149	112	Brookline, . . .	2-68	148	161	Florida, . . .	2-41
120	113	Cohasset, . . .	2-68	193	162	Winchendon, . .	2-40
157	114	Lancaster, . . .	2-67	153	163	Southbridge, . .	2-39
182	115	Leominster, . .	2-67	150	164	Russell, . . .	2-39
185	116	Wareham, . . .	2-66	175	165	Adams, . . .	2-39
106	117	Littleton, . . .	2-65	155	166	Essex, . . .	2-37

## SCHOOL RETURNS.

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For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
158	167	Brookfield, . . .	\$.002-37	211	216	Sutton, . . . .	\$.002-05
156	168	Hubbardston, . . .	2-37	293	217	Williamstown, . .	2-05
166	169	Pittsfield, . . . .	2-37	191	218	Wilbraham, . . .	2-04
52	170	Braintree, . . . .	2-37	228	219	Carlisle, . . . .	2-01
154	171	Dover, . . . . .	2-37	215	220	Paxton, . . . . .	2-01
221	172	Methuen, . . . . .	2-36	216	221	Leyden, . . . . .	2-01
170	173	Newburyport, . . .	2-34	218	222	Cummington, . . .	2-00
160	174	Kingston, . . . . .	2-34	219	223	Hadley, . . . . .	1-99
85	175	Raynham, . . . . .	2-33	220	224	Southampton, . .	1-99
164	176	Westhampton, . . .	2-32	223	225	Rowley, . . . . .	1-97
318	177	Cheshire, . . . . .	2-32	224	226	Middlefield, . . .	1-97
213	178	Barre, . . . . .	2-31	226	227	Goshen, . . . . .	1-96
214	179	Canton, . . . . .	2-31	227	228	Monson, . . . . .	1-96
179	180	Dracut, . . . . .	2-30	290	229	Rutland, . . . . .	1-95
172	181	Wayland, . . . . .	2-30	278	230	Longmeadow, . . .	1-95
207	182	Easthampton, . . .	2-30	195	231	Monroe, . . . . .	1-95
171	183	Bellingham, . . . .	2-30	230	232	Stowe, . . . . .	1-92
176	184	Shirley, . . . . .	2-28	233	233	Ashfield, . . . . .	1-90
177	185	Heath, . . . . .	2-28	232	234	Burlington, . . . .	1-89
192	186	N. Marlborough, . .	2-27	235	235	Chester, . . . . .	1-89
178	187	S. Scituate, . . . .	2-27	236	236	Wilmington, . . .	1-88
197	188	Groveland, . . . . .	2-26	237	237	Montgomery, . . .	1-88
222	189	Wenham, . . . . .	2-26	238	238	Otis, . . . . .	1-88
180	190	Leverett, . . . . .	2-25	239	239	Townsend, . . . .	1-87
181	191	Scituate, . . . . .	2-25	240	240	Sterling, . . . . .	1-87
183	192	Blackstone, . . . .	2-22	241	241	Andover, . . . . .	1-85
200	193	Holyoke, . . . . .	2-21	242	242	Dudley, . . . . .	1-84
189	194	Douglas, . . . . .	2-20	243	243	Wales, . . . . .	1-84
186	195	Chicopee, . . . . .	2-20	244	244	Phillipston, . . .	1-83
190	196	Hawley, . . . . .	2-20	304	245	Tyngsborough, . .	1-82
187	197	Savoy, . . . . .	2-20	107	246	W. Cambridge, . .	1-82
184	198	Bolton, . . . . .	2-18	231	247	Chesterfield, . . .	1-82
210	199	Westminster, . . . .	2-18	245	248	Alford, . . . . .	1-82
247	200	Granville, . . . . .	2-18	246	249	Hardwick, . . . . .	1-81
196	201	Washington, . . . .	2-18	248	250	Brimfield, . . . .	1-79
194	202	Berlin, . . . . .	2-17	250	251	Enfield, . . . . .	1-78
225	203	Tolland, . . . . .	2-12	251	252	Pern, . . . . .	1-78
198	204	Clarksburg, . . . .	2-11	249	253	Boxford, . . . . .	1-77
199	205	Norton, . . . . .	2-10	253	254	Sturbridge, . . . .	1-77
201	206	Boxborough, . . . .	2-09	254	255	Prescott, . . . . .	1-77
202	207	Chelmsford, . . . .	2-09	260	256	Ludlow, . . . . .	1-77
229	208	Duxbury, . . . . .	2-09	255	257	Conway, . . . . .	1-77
204	209	Northborough, . . .	2-08	252	258	Dalton, . . . . .	1-77
203	210	W. Brookfield, . . .	2-08	257	259	Warwick, . . . . .	1-76
205	211	W. Newbury, . . . .	2-07	258	260	Worthington, . . .	1-75
206	212	Groton, . . . . .	2-07	259	261	Orange, . . . . .	1-75
188	213	Swansey, . . . . .	2-07	261	262	Northfield, . . . .	1-74
208	214	Weston, . . . . .	2-05	273	263	Hinsdale, . . . . .	1-74
209	215	Leicester, . . . . .	2-05	262	264	Medfield, . . . . .	1-74

For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools, equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools, equivalent to mills and hundredths of mills.
264	265	Ashby, . . . .	\$.001-72	289	294	Westport, . . . .	\$.001-57
263	266	Billerica, . . . .	1-72	292	295	Coleraine, . . . .	1-56
265	267	Westford, . . . .	1-72	294	296	Gt. Barrington, . .	1-55
312	268	Lenox, . . . .	1-72	295	297	Williamsburg, . .	1-54
266	269	Gill, . . . .	1-71	296	298	Blandford, . . . .	1-53
267	270	Whately, . . . .	1-71	297	299	Holden, . . . .	1-52
291	271	Hatfield, . . . .	1-70	298	300	Shrewsbury, . . .	1-52
269	272	Shelburne, . . . .	1-70	234	301	Petersham, . . . .	1-51
283	273	Salem, . . . .	1-69	299	302	Auburn, . . . .	1-50
270	274	Oakham, . . . .	1-69	300	303	Dartmouth, . . . .	1-45
271	275	Mendon, . . . .	1-68	302	304	Sudbury, . . . .	1-44
272	276	Amherst, . . . .	1-68	303	305	N. Braintree, . . .	1-44
217	277	Windsor, . . . .	1-67	306	306	Boston, . . . .	1-43
274	278	Newbury, . . . .	1-66	309	307	Egremont, . . . .	1-43
275	279	Lincoln, . . . .	1-66	305	308	Hancock, . . . .	1-41
276	280	Palmer, . . . .	1-66	307	309	Dunstable, . . . .	1-38
308	281	Charlemont, . . .	1-66	315	310	W. Springfield, . .	1-38
277	282	West Stockbridge, .	1-66	256	311	Pepperell, . . . .	1-35
279	283	Rehoboth, . . . .	1-65	310	312	Sheffield, . . . .	1-35
280	284	Stockbridge, . . .	1-64	311	313	Boylston, . . . .	1-33
281	285	Tewksbury, . . . .	1-62	268	314	Topsfield, . . . .	1-30
282	286	Mt. Washington, .	1-61	314	315	Wendell, . . . .	1-28
284	287	Royalston, . . . .	1-60	316	316	N. Ashford, . . . .	1-25
313	288	Lanesborough, . .	1-60	317	317	Richmond, . . . .	1-23
285	289	Charlton, . . . .	1-59	301	318	Hamilton, . . . .	1-11
162	290	Holland, . . . .	1-59	319	319	Chilmark, . . . .	1-06
286	291	Princeton, . . . .	1-58	320	320	Bernardston, . . .	0-93
287	292	Lunenburg, . . . .	1-57	321	321	Southwick, . . . .	0-32
288	293	Plainfield, . . . .	1-57				

Winthrop included in North Chelsea.  
 Swampscott " " Lynn.  
 Nahant " " "  
 North Andover " " Andover.  
 South Danvers " " Danvers.  
 North Reading " " Reading.  
 Agawam " " West Springfield.  
 West Roxbury " " Roxbury.  
 Marion " " Rochester.  
 Mattapoisett " " "  
 Lakeville " " Middleborough.  
 Belmont " " Watertown.  
 Acushnet, newly incorporated.



## GRADUATED TABLES—SECOND SERIES.

*In which all the Towns in the respective Counties in the State are numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1859-60.*

## SUFFOLK COUNTY.

For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1 2	1 2	CHELSEA, . . . N. Chelsea,* . .	\$.006-56 2-62	3	3	Boston, . . . Winthrop,† . .	\$.001-43 —

## ESSEX COUNTY.

1	1	LYNN,‡ . . .	\$.007-49	16	18	Essex, . . .	\$.002-37
2	2	Danvers,   . . .	4-72	22	19	Methuen, . . .	2-36
4	3	Gloucester, . .	4-26	19	20	Newburyport, . .	2-34
6	4	Haverhill, . . .	4-24	20	21	Groveland, . . .	2-26
5	5	Bradford, . . .	4-07	23	22	Wenham, . . .	2-26
10	6	Rockport, . . .	3-84	21	23	W. Newbury, . .	2-07
8	7	Marblehead, . .	3-69	24	24	Rowley, . . .	1-97
3	8	Saugus, . . .	3-66	25	25	Andover,§ . . .	1-85
7	9	Manchester, . .	3-20	26	26	Boxford, . . .	1-77
9	10	Lawrence, . . .	3-16	29	27	Salem, . . .	1-69
11	11	Beverly, . . .	3-01	28	28	Newbury, . . .	1-66
12	12	Ipswich, . . .	2-92	27	29	Topsfield, . . .	1-30
18	13	Georgetown, . .	2-80	30	30	Hamilton, . . .	1-11
17	14	Lynnfield, . . .	2-61			Nahant,** . . .	
13	15	Amesbury, . . .	2-45			Swampscott,** .	
14	16	Salisbury, . . .	2-44			South Danvers,††	
15	17	Middleton, . . .	2-41			North Andover,‡‡	

\* Including Winthrop.

† Included in North Chelsea.

‡ Including Swampscott and Nahant.

|| Including South Danvers.

§ Including North Andover.

\*\* Included in Lynn.

†† Included in Danvers.

• ‡‡ Included in Andover

## MIDDLESEX COUNTY.

For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	SOMERVILLE,	\$.007-61	28	27	Concord,	\$.002-61
3	2	Stoneham,	7-26	29	28	Waltham,	2-51
2	3	Melrose,	7-08	32	29	Dracut,	2-30
6	4	South Reading,	5-56	30	30	Wayland,	2-30
4	5	Winchester,	5-39	31	31	Shirley,	2-28
5	6	Malden,	4-91	33	32	Boxborough,	2-09
7	7	Natick,	4-91	34	33	Chelmsford,	2-09
8	8	Charlestown,	4-63	35	34	Groton,	2-07
10	9	Newton,	4-43	36	35	Weston,	2-05
9	10	Holliston,	4-20	37	36	Carlisle,	2-01
15	11	Reading,*	3-74	38	37	Stowe,	1-92
12	12	Brighton,	3-63	39	38	Burlington,	1-89
11	13	Cambridge,	3-62	40	39	Wilmington,	1-88
13	14	Medford,	3-44	41	40	Townsend,	1-87
14	15	Marlborough,	3-34	49	41	Tyngsborough,	1-82
22	16	Hopkinton,	3-33	27	42	W. Cambridge,	1-82
19	17	Woburn,	3-20	44	43	Ashby,	1-72
20	18	Watertown,†	3-19	43	44	Billerica,	1-72
16	19	Lexington,	3-16	45	45	Westford,	1-72
24	20	Acton,	3-14	46	46	Lincoln,	1-66
18	21	Bedford,	3-12	47	47	Tewksbury,	1-62
23	22	Ashland,	2-80	48	48	Sudbury,	1-44
21	23	Lowell,	2-79	50	49	Dunstable,	1-38
25	24	Sherborn,	2-71	42	50	Pepperell,	1-35
26	25	Littleton,	2-65			North Reading,‡	
17	26	Framingham,	2-62			Belmont,§	

## WORCESTER COUNTY.

2	1	MILFORD,	\$.005-24	21	14	W. Boylston,	\$.002-82
1	2	Clinton,	4-18	13	15	Worcester,	2-82
3	3	N. Brookfield,	3-84	11	16	Northbridge,	2-79
4	4	Athol,	3-75	12	17	Templeton,	2-73
7	5	Gardner,	3-58	25	18	Lancaster,	2-67
5	6	Fitchburg,	3-53	28	19	Leominster,	2-67
10	7	Westborough,	3-48	16	20	Harvard,	2-62
22	8	Southborough,	3-17	27	21	Oxford,	2-62
6	9	Webster,	3-11	15	22	Warren,	2-62
14	10	Grafton,	2-99	17	23	Spencer,	2-53
8	11	Dana,	2-84	19	24	Ashburnham,	2-49
9	12	Millbury,	2-84	18	25	Uxbridge,	2-41
20	13	Upton,	2-83	32	26	Winchendon,	2-40

\* Including North Reading.

† Including Belmont.

‡ Included in Reading.

§ Included in Watertown.

## SCHOOL RETURNS.

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## WORCESTER COUNTY—CONTINUED.

For 1858-9.	For 1859-60.	TOWNS.	Percentage of valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
23	27	Southbridge, . .	\$.002-39	43	43	Dudley, . . .	\$.001-84
26	28	Brookfield, . .	2-37	44	44	Phillipston, . .	1-83
24	29	Hubbardston, . .	2-37	45	45	Hardwick, . . .	1-81
39	30	Barre, . . . .	2-31	46	46	Sturbridge, . .	1-77
29	31	Blackstone, . .	2-22	47	47	Oakham, . . .	1-69
31	32	Douglas, . . .	2-20	48	48	Mendon, . . .	1-68
30	33	Bolton, . . . .	2-18	49	49	Royalston, . .	1-60
37	34	Westminster, . .	2-18	50	50	Charlton, . . .	1-59
33	35	Berlin, . . . .	2-17	51	51	Princeton, . .	1-58
35	36	Northborough, .	2-08	52	52	Lunenburg, . .	1-57
34	37	W. Brookfield, .	2-08	54	53	Holden, . . .	1-52
36	38	Leicester, . . .	2-05	55	54	Shrewsbury, . .	1-52
38	39	Sutton, . . . .	2-05	41	55	Petersham, . .	1-51
40	40	Paxton, . . . .	2-01	56	56	Anburn, . . .	1-50
53	41	Rutland, . . . .	1-95	57	57	New Braintree, .	1-44
42	42	Sterling, . . . .	1-87	58	58	Boylston, . . .	1-33

## HAMPSHIRE COUNTY.

1	1	S. HADLEY, . .	\$.003-77	13	13	Southampton, . .	\$.001-99
3	2	Huntington, . .	3-31	14	14	Middlefield, . .	1-97
2	3	Greenwich, . .	3-06	15	15	Goshen, . . . .	1-96
7	4	Belchertown, . .	2-89	16	16	Chesterfield, . .	1-82
6	5	Northampton, . .	2-80	17	17	Enfield, . . . .	1-78
5	6	Ware, . . . . .	2-80	18	18	Prescott, . . .	1-77
8	7	Pelham, . . . .	2-56	19	19	Worthington, . .	1-75
4	8	Granby, . . . .	2-53	22	20	Hatfield, . . .	1-70
9	9	Westhampton, . .	2-32	20	21	Amherst, . . .	1-68
10	10	Easthampton, . .	2-30	21	22	Plainfield, . .	1-57
11	11	Cummington, . .	2-00	23	23	Williamsburg, . .	1-54
12	12	Hadley, . . . .	1-99				

## HAMPDEN COUNTY.

1	1	WESTFIELD, . .	\$.002-88	13	6	Granville, . . .	\$.002-18
2	2	Springfield, . .	2-85	8	7	Tolland, . . .	2-12
3	3	Russell, . . . .	2-39	6	8	Wilbraham, . .	2-04
7	4	Holyoke, . . . .	2-21	9	9	Monson, . . .	1-96
5	5	Chicopee, . . .	2-20	17	10	Longmeadow, .	1-95

## BOARD OF EDUCATION.

## HAMPDEN COUNTY—CONTINUED.

For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
10	11	Chester, . . . .	\$2.001-89	4	17	Holland, . . . .	\$2.001-59
11	12	Montgomery, . . .	1-88	18	18	Blandford, . . . .	1-53
12	13	Wales, . . . .	1-84	19	19	W. Springfield,* . .	1-38
14	14	Brimfield, . . . .	1-79	20	20	Southwick, . . . .	0-32
15	15	Ludlow, . . . .	1-77			Agawam,† . . . .	
16	16	Palmer, . . . .	1-66				

## FRANKLIN COUNTY.

1	1	BUCKLAND, . . . .	\$2.004-39	13	14	Monroe, . . . .	\$2.001-95
3	2	Montague, . . . .	3-45	15	15	Ashfield, . . . .	1-90
4	3	Deerfield, . . . .	3-23	16	16	Conway, . . . .	1-77
5	4	Greenfield, . . . .	3-22	17	17	Warwick, . . . .	1-76
2	5	Erving, . . . .	3-19	18	18	Orange, . . . .	1-75
9	6	Rowe, . . . .	2-78	19	19	Northfield, . . . .	1-74
6	7	Sunderland, . . . .	2-69	20	20	Gill, . . . .	1-71
7	8	New Salem, . . . .	2-44	21	21	Whately, . . . .	1-71
8	9	Shutesbury, . . . .	2-42	22	22	Shelburne, . . . .	1-70
10	10	Heath, . . . .	2-28	24	23	Charlemont, . . . .	1-66
11	11	Leverett, . . . .	2-25	23	24	Coleraine, . . . .	1-56
12	12	Hawley, . . . .	2-20	25	25	Wendell, . . . .	1-28
14	13	Leyden, . . . .	2-01	26	26	Bernardston, . . . .	0-93

## BERKSHIRE COUNTY.

1	1	LEE, . . . .	\$2.004-31	16	17	Pern, . . . .	\$2.001-78
4	2	Sandisfield, . . . .	2-59	17	18	Dalton, . . . .	1-77
2	3	Becket, . . . .	2-55	18	19	Hinsdale, . . . .	1-74
3	4	Tyringham, . . . .	2-51	27	20	Lenox, . . . .	1-72
5	5	Monterey, . . . .	2-43	13	21	Windsor, . . . .	1-67
6	6	Florida, . . . .	2-41	19	22	W. Stockbridge, . .	1-66
8	7	Adams, . . . .	2-39	20	23	Stockbridge, . . . .	1-64
7	8	Pittsfield, . . . .	2-37	21	24	Mt. Washington, . .	1-61
31	9	Cheshire, . . . .	2-32	28	25	Lanesborough, . . .	1-60
10	10	N. Marlborough, . .	2-27	23	26	Gt. Barrington, . .	1-55
9	11	Savoy, . . . .	2-20	25	27	Egremont, . . . .	1-43
11	12	Washington, . . . .	2-18	24	28	Hancock, . . . .	1-41
12	13	Clarksburg, . . . .	2-11	26	29	Sheffield, . . . .	1-35
22	14	Williamstown, . . .	2-05	29	30	N. Ashford, . . . .	1-25
14	15	Otis, . . . .	1-88	30	31	Richmond, . . . .	1-23
15	16	Alford, . . . .	1-82				

\* Including Agawam.

† Included in West Springfield.

## SCHOOL RETURNS.

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## NORFOLK COUNTY.

For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	QUINCY, . . .	\$2-004-12	16	13	Brookline, . . .	\$2-002-68
2	2	Stoughton, . . .	4-12	13	14	Cohasset, . . .	2-68
4	3	Roxbury,* . . .	4-11	18	15	Franklin, . . .	2-47
5	4	Dedham, . . .	3-74	20	16	Sharon, . . .	2-46
10	5	Randolph, . . .	3-61	14	17	Walpole, . . .	2-46
3	6	Weymouth, . . .	3-50	6	18	Braintree, . . .	2-37
8	7	Foxborough, . . .	3-09	17	19	Dover, . . .	2-37
7	8	Dorchester, . . .	3-07	21	20	Canton, . . .	2-31
9	9	Needham, . . .	3-00	19	21	Bellingham, . . .	2-30
11	10	Wrentham, . . .	2-93	22	22	Medfield, . . .	1-74
15	11	Medway, . . .	2-88			W. Roxbury,† .	
12	12	Milton, . . .	2-88				

## BRISTOL COUNTY.

1	1	ATTLEBOROUGH, . . .	\$2-005-81	13	11	Fall River, . . .	\$2-002-54
4	2	Pawtucket, . . .	3-82	11	12	Dighton, . . .	2-49
3	3	Taunton, . . .	3-78	14	13	Fairhaven, . . .	2-46
2	4	Mansfield, . . .	3-67	6	14	Raynham, . . .	2-33
5	5	Berkley, . . .	3-06	16	15	Norton, . . .	2-10
7	6	Seekonk, . . .	2-97	15	16	Swansey, . . .	2-07
8	7	Freetown, . . .	2-65	17	17	Rehoboth, . . .	1-65
9	8	New Bedford, . . .	2-62	18	18	Westport, . . .	1-57
10	9	Somerset, . . .	2-59	19	19	Dartmouth, . . .	1-45
12	10	Easton, . . .	2-54				

## PLYMOUTH COUNTY.

1	1	ABINGTON, . . .	\$2-004-77	11	14	E. Bridgewater, . . .	\$2-002-46
2	2	Plymouth, . . .	4-04	9	15	Hull, . . .	2-46
3	3	Middleborough,‡ . . .	3-55	8	16	Bridgewater, . . .	2-45
4	4	N. Bridgewater, . . .	3-36	12	17	Hanover, . . .	2-45
5	5	Hingham, . . .	3-13	13	18	Plympton, . . .	2-42
18	6	Carver, . . .	2-87	15	19	Kingston, . . .	2-34
16	7	Halifax, . . .	2-74	19	20	S. Scituate, . . .	2-27
17	8	W. Bridgewater, . . .	2-71	20	21	Scituate, . . .	2-25
21	9	Wareham, . . .	2-66	22	22	Duxbury, . . .	2-09
14	10	Hanson, . . .	2-65			Lakeville,§ . . .	
7	11	Pembroke, . . .	2-65			Marion,** . . .	
6	12	Rochester,   . . .	2-54			Mattapoisett,** .	
10	13	Marshfield, . . .	2-49				

\* Including West Roxbury.

† Included in Roxbury.

‡ Including Lakeville.

§ Including Marion and Mattapoisett.

|| Included in Middleborough.

\*\* Included in Rochester.

## BOARD OF EDUCATION.

## BARNSTABLE COUNTY.

For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1858-9.	For 1859-60.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	WELLFLEET, . . .	\$.007-17	8	8	Yarmouth, . . .	\$.004-02
5	2	Chatham, . . .	6-19	7	9	Eastham, . . .	3-87
2	3	Orleans, . . .	5-84	9	10	Barnstable, . . .	3-28
3	4	Brewster, . . .	5-08	11	11	Sandwich, . . .	3-04
10	5	Dennis, . . .	5-01	12	12	Provincetown, .	2-88
4	6	Harwich, . . .	4-76	13	13	Falmouth, . . .	2-43
6	7	Truro, . . .	4-08				

## DUKES COUNTY.

2	1	EDGARTOWN, . . .	\$.002-98	3	3	Chilmark, . . .	\$.001-06
1	2	Tisbury, . . .	2-70				

## NANTUCKET COUNTY.

NANTUCKET, . . . . .	\$.002-44
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# A GRADUATED TABLE—SECOND SERIES.

*The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1858-9.*

For 1858-9.	For 1859-60.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1850.	Amount contributed for board and fuel.
1	1	BARNSTABLE,	\$.003-92	\$34,358 00	\$551 36	\$34,909 36	\$8,897,349 74	\$1,769 00
3	2	Norfolk,	3-36	157,586 69	602 49	158,189 18	47,034,521 56	468 25
2	3	Middlesex,	3-35	279,008 02	93 63	279,101 65	83,264,719 50	452 60
4	4	Plymouth,	3-03	57,849 10	417 17	58,266 27	19,200,668 00	1,022 90
5	5	Essex,	3-02	169,657 55	1,292 85	170,950 40	56,556,466 89	51 00
6	6	Bristol,	2-70	104,996 56	777 50	105,773 06	39,243,560 00	1,195 00
8	7	Worcester,	2-55	141,024 78	771 09	141,795 09	55,497,794 00	1,239 45
9	8	Nantucket,	2-44	11,215 00	—	11,215 00	4,595,362 00	—
7	9	Dukes,	2-36	4,000 00	—	4,000 00	1,698,005 00	—
10	10	Hampshire,	2-34	30,780 00	387 06	31,167 06	13,331,240 00	3,982 59
12	11	Franklin,	2-21-93	24,586 75	294 00	24,880 75	11,211,309 00	5,175 61
11	12	Hampden,	2-21-91	48,804 00	1,394 59	50,198 59	22,621,220 77	5,080 09
13	13	Berkshire,	2-10	35,396 16	635 41	36,031 57	17,197,607 00	9,221 65
14	14	Suffolk,	1-51	329,213 41	—	329,213 41	217,587,172 00	—

## AGGREGATE FOR THE STATE.

14 Counties,	\$.002-40	\$1,428,476 02	\$7,217 15	\$1,435,693 17	\$597,936,995 46	\$20,658 14
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*Arrangement of the Counties, according to their Appropriations,  
including Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for public schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows :—

For 1858-9.	For 1859-60.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	BARNSTABLE, . . . . .	\$.004-12
3	2	Norfolk, . . . . .	3-37
2	3	Middlesex, . . . . .	3-36
4	4	Plymouth, . . . . .	3-09
5	5	Essex, . . . . .	3-02
6	6	Bristol, . . . . .	2-73
8	7	Franklin, . . . . .	2-68
10	8	Hampshire, . . . . .	2-64
9	9	Berkshire, . . . . .	2-63
11	10	Worcester, . . . . .	2-58
13	11	Hampden, . . . . .	2-49
12	12	Nantucket, . . . . .	2-44
7	13	Dukes, . . . . .	2-36
14	14	Suffolk, . . . . .	1-51
Aggregate for the State, . . . . .			\$.002-45



## GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths), when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

## GRADUATED TABLES—THIRD SERIES.

*Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1859-60.*

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 DUNSTABLE,	71	80	1.13-38	34 Lynn, . .	3,311	2,970	.89-72
2 Tyngsboro', .	140	153	1.09-29	35 Coleraine, .	382	341	.89-40
3 Sherborn, .	232	245	1.05-82	36 N. Bedford, .	3,580	3,203	.89-19
4 Hawley, . .	137	143	1.04-38	37 Lincoln, . .	101	90	.89-11
5 Plainfield, .	115	116	1.00-87	38 Littleton, .	168	149	.88-99
6 Athol, . .	490	491	1.00-31	39 Warwick, .	231	205	.88-96
7 Upton, . .	342	341	.99-71	40 Berlin, . .	210	186	.88-81
8 Boylston, .	153	152	.99-67	41 Richmond, .	187	165	.88-50
9 Royalston, .	299	297	.99-50	42 Tisbury, . .	390	345	.88-46
10 Templeton, .	464	458	.98-71	43 Southboro', .	316	279	.88-45
11 Bellingham, .	267	260	.97-57	44 Chelsea, . .	2,186	1,930	.88-29
12 Barre, . .	526	511	.97-24	45 Erving, . .	101	89	.88-12
13 Plymouth, .	1,286	1,246	.96-89	46 Charlton, .	395	347	.87-97
14 Orange, . .	329	317	.96-50	47 Lunenburg, .	220	193	.87-95
15 N. Braintree, .	155	148	.95-48	48 Boxborough, .	99	87	.87-88
16 Northboro', .	265	251	.94-72	49 Spencer, . .	537	469	.87-32
17 Cummington, .	177	167	.94-35	50 Warren, . .	345	299	.86-81
18 Mendon, . .	242	226	.93-60	51 Gill, . . .	157	136	.86-62
19 Weston, . .	216	201	.93-06	52 Brookfield, .	380	329	.86-58
20 Dracut, . .	295	274	.93-05	53 Chilmak, . .	141	122	.86-52
21 Hubbardston, .	373	347	.93-03	54 Sudbury, .	283	244	.86-40
22 Greenwich, .	114	106	.92-98	55 Oakham, . .	208	179	.86-06
23 Essex, . .	258	237	.92-05	56 Westminster .	385	330	.85-84
24 Westboro', .	495	454	.91-72	57 Townsend, .	417	357	.85-61
25 Carlisle, . .	120	110	.91-67	58 Williamsburg	352	301	.85-51
26 Belchertown, .	505	462	.91-49	59 Lynnfield, .	148	126	.85-47
27 Edgartown, .	367	333	.90-74	60 Sunderland, .	203	173	.85-47
28 Pelham, . .	167	151	.90-72	61 Nahant, . .	78	66	.85-26
29 Medfield, .	171	155	.90-64	62 Orleans, . .	373	318	.85-25
30 Uxbridge, . .	501	454	.90-62	63 Worthington, .	220	187	.85-23
31 Phillipston, .	175	158	.90-57	64 S. Hadley, .	404	344	.85-15
32 Monroe, . .	53	48	.90-57	65 Tewksbury, .	210	178	.84-76
33 Harvard, . .	286	257	.90-03	66 Hadley, . .	373	316	.84-72

## SCHOOL RETURNS.

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TOWNS.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.				No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
67	Shirley, . .	275	232	.84-55	115	Natick, . .	884	706
68	Belmont, . .	173	146	.84-39	116	Rowe, . .	171	136
69	New Salem, .	230	104	.84-35	117	Frammingham	805	642
70	Lowell, . .	5,172	4,346	.84-03	118	Pepperell, .	349	278
71	Cambridge, .	4,391	3,679	.83-80	119	Newton, . .	1,353	1,077
72	Malden, . .	1,087	906	.83-39	120	Middleboro',	924	735
73	Rutland, . .	266	221	.83-27	121	Marblehead,	1,343	1,068
74	Medford, . .	875	728	.83-26	122	Huntington,	242	192
75	Brighton, . .	673	559	.83-14	123	N. Chelsea, .	166	132
76	Acton, . .	384	318	.82-94	124	Kingston, . .	315	250
77	Holliston, . .	687	569	.82-90	125	Leyden, . .	148	117
78	Shrewsbury, .	292	241	.82-70	126	Leverett, . .	234	186
79	Georgetown, .	375	310	.82-67	127	Sturbridge, .	426	336
80	Middlefield, .	130	107	.82-31	128	Carver, . .	234	184
81	Windsor, . .	192	158	.82-29	129	Marshfield, .	373	294
82	Brookline, . .	727	597	.82-12	130	Roxbury, . .	4,592	3,616
83	Dedham, . .	1,087	891	.82-01	131	Chesterfield,	167	131
84	W. Brookfield	282	231	.81-91	132	Montague, . .	361	284
85	Wales, . .	137	112	.81-72	133	Danvers, . .	997	794
86	W. Roxbury	979	799	.81-66	134	Lexington, .	370	290
87	Mansfield, . .	397	324	.81-61	135	Boston, . .	28909	22688
88	Provincetown	641	523	.81-59	136	Haverhill, .	1,573	1,234
89	Longmeadow	235	191	.81-49	137	Medway, . .	551	431
90	Somerville, .	1,330	1,082	.81-39	138	Sharon, . .	258	200
91	Seekonk, . .	408	332	.81-37	139	Amesbury, .	622	483
92	Lakeville, . .	204	165	.81-13	140	Gloucester, .	2,046	1,587
93	Dorchester, .	1,710	1,386	.81-08	141	Marion, . .	196	152
94	Dana, . .	214	173	.81-07	142	Norton, . .	400	310
95	Weymouth, .	1,487	1,205	.81-07	143	Hatfield, . .	243	188
96	Goshen, . .	84	68	.80-95	144	Hanson, . .	260	201
97	Princeton, . .	278	225	.80-94	145	W. Boylston,	513	396
98	Charlestown, .	4,302	3,481	.80-92	146	Winchendon	493	381
99	Wellfleet, . .	563	455	.80-90	147	Leominster, .	752	581
100	Ashburnham	475	384	.80-84	148	Hanover, . .	310	239
101	Auburn, . .	151	122	.80-79	149	Billerica, . .	346	267
102	N. Brookfield,	554	447	.80-78	150	Westford, . .	300	231
103	Petersham, . .	304	245	.80-76	151	Bedford, . .	191	147
104	Northfield, .	380	306	.80-66	152	Prescott, . .	134	103
105	Heath, . .	147	118	.80-27	153	Woburn, . .	1,112	854
106	Southwick, . .	200	160	.80-25	154	Methuen, . .	464	356
107	Raynham, . .	328	263	.80-18	155	Easton, . .	577	442
108	Stowe, . .	310	248	.80-16	156	Berkley, . .	208	159
109	Gardner, . .	509	408	.80-16	157	Fitchburg, . .	1,268	971
110	Paxton, . .	146	117	.80-14	158	Leicester, . .	503	384
111	Waltham, . .	1,047	839	.80-13	159	Saugus, . .	403	307
112	Truro, . .	422	338	.80-09	160	Hopkinton, .	752	572
113	Sterling, . .	331	265	.80-06	161	Hardwick, . .	300	227
114	Eastham, . .	152	121	.79-93	162	Deerfield, . .	603	456

TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.	TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
163	Bolton, . .	292	221	.75-68	211	Walpole, .	338	246	.72-78				
164	Monson, . .	493	373	.75-66	212	Marlboro', .	875	635	.72-63				
165	Blandford, .	255	193	.75-65	213	Duxbury, .	472	342	.72-56				
166	Lancaster, .	350	264	.75-57	214	Shutesbury, .	198	143	.72-47				
167	Dennis, . .	858	647	.75-47	215	Newbury, .	290	210	.72-41				
168	Canton, . .	605	456	.75-37	216	Boxford, .	250	181	.72-40				
169	Winchester, .	405	305	.75-31	217	Melrose, . .	492	356	.72-36				
170	Foxborough, .	478	359	.75-21	218	Dover, . .	165	119	.72-12				
171	Otis, . . .	187	140	.75-13	219	Bridgewater	649	466	.71-88				
172	Savoy, . . .	189	142	.75-13	220	Concord, .	437	314	.71-85				
173	Sutton, . .	506	380	.75-10	221	Holden, . .	441	316	.71-77				
174	Ashfield, .	281	211	.75-09	222	Pembroke, .	251	180	.71-71				
175	Westport, .	625	468	.74-96	223	Westfield, .	888	636	.71-68				
176	Ashland, .	302	226	.74-83	224	Hamilton, .	149	106	.71-48				
177	W. Camb'ge, .	408	305	.74-75	225	Charlemont, .	212	151	.71-46				
178	Bernardston, .	204	152	.74-75	226	Oxford, . .	550	393	.71-45				
179	Groton, . .	606	452	.74-67	227	Ludlow, . .	293	208	.71-16				
180	Stoughton, .	953	711	.74-66	228	Abington, .	1,576	1,120	.71-10				
181	Greenfield, .	600	447	.74-50	229	Barnstable, .	1,059	750	.70-87				
182	Millbury, .	631	470	.74-48	230	Florida, . .	138	97	.70-65				
183	Cohasset, .	427	318	.74-47	231	Wareham, .	721	509	.70-60				
184	Wendell, .	170	126	.74-41	232	Taunton, .	2,933	2,070	.70-58				
185	S. Scituate, .	336	250	.74-40	233	Conway, .	356	251	.70-51				
186	Falmouth, .	507	377	.74-36	234	Northbridge, .	544	382	.70-31				
187	Granby, . .	185	137	.74-32	235	Dudley, . .	372	261	.70-30				
188	Milford, . .	1,444	1,073	.74-31	236	Buckland, .	367	257	.70-16				
189	Whately, .	202	150	.74-26	237	Harwich, .	819	574	.70-09				
190	Chelmsford, .	470	349	.74-25	238	Ipswich, . .	618	428	.69-34				
191	Watertown, .	627	465	.74-24	239	Randolph, .	1,246	864	.69-34				
192	Salem, . .	3,471	2,575	.74-19	240	Braintree, .	661	457	.69-21				
193	Yarmouth, .	532	394	.74-15	241	Needham, .	513	355	.69-20				
194	Holland, .	85	63	.74-12	242	Chatham, .	621	429	.69-08				
195	Quincy, . .	1,390	1,028	.73-96	243	Fairhaven, .	1,028	708	.68-92				
196	S. Danvers, .	1,272	938	.73-74	244	Chester, . .	286	197	.68-88				
197	Swampscott, .	318	234	.73-58	245	Somerset, .	351	241	.68-80				
198	Ashby, . .	257	189	.73-54	246	N. Reading, .	235	161	.68-51				
199	Brimfield, .	245	180	.73-47	247	Beverly, .	1,118	765	.68-43				
200	Andover, .	838	615	.73-39	248	Attleboro', .	1,254	858	.68-42				
201	Rehoboth, .	432	317	.73-38	249	Enfield, . .	231	158	.68-40				
202	Springfield, .	2,505	1,836	.73-29	250	Shelburne, .	269	183	.68-22				
203	Franklin, .	393	288	.73-28	251	Wrentham, .	662	451	.68-13				
204	Halifax, . .	170	124	.73-24	252	W. Bridgew'r	367	258	.68-12				
205	Sandisfield, .	323	236	.73-07	253	S. Reading, .	660	448	.67-95				
206	Reading, .	553	404	.73-06	254	Wayland, .	258	175	.67-83				
207	Nantucket, .	1,236	902	.73-04	255	Brewster, .	306	207	.67-81				
208	Wilmington, .	152	111	.73-03	256	Chicopee, .	1,227	828	.67-48				
209	Worcester, .	4,163	3,035	.72-92	257	Peru, . . .	104	70	.67-31				
210	Wenham, .	230	167	.72-83	258	Salisbury, .	691	465	.67-29				

## SCHOOL RETURNS.

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TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			
TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			
259	Montgomery,	84	56	.67-26	298	Easthampton	286	172	.60-31
260	Scituate, .	436	291	.66-86	299	Tolland, . .	130	78	.60
261	Swansey, .	260	173	.66-73	300	Topsfield, .	236	141	.59-75
262	Douglas, .	477	318	.66-67	301	Southampton	223	133	.59-64
263	Monterey, .	174	116	.66-67	302	Dighton, . .	363	216	.59-64
264	N. Bridgew'r	1,177	784	.66-61	303	Dalton, . .	230	136	.59-35
265	Rockport, .	697	462	.66-36	304	Bradford, .	292	173	.59-25
266	Clinton, . .	620	410	.66-21	305	Granville, .	260	154	.59-23
267	N. Marlboro'	362	239	.66-16	306	Dartmouth, .	861	509	.59-12
268	Southbridge,	769	508	.66-06	307	Hull, . . .	55	32	.59-09
269	W. Springfield	361	238	.65-93	308	Lanesboro', .	243	143	.59-05
270	W. Stockb'ge,	335	221	.65-67	309	N. Andover,	471	277	.58-81
271	Westhampt'n	109	71	.65-60	310	Fall River, .	2,855	1,669	.58-46
272	E. Bridgew'r,	698	457	.65-47	311	W. Newbury	445	259	.58-31
273	Agawam, . .	295	193	.65-42	312	Becket, . .	382	222	.58-25
274	Russell, . .	135	87	.64-81	313	Freetown, .	370	215	.58-24
275	Rochester, .	259	167	.64-48	314	Rowley, . .	283	164	.57-95
276	Washington,	211	136	.64-45	315	Mattapoisett	308	178	.57-95
277	Amherst, . .	649	418	.64-41	316	Newburyport	2,556	1,478	.57-82
278	Alford, . . .	137	88	.64-23	317	Lee, . . .	938	538	.57-41
279	Palmer, . . .	797	508	.63-80	318	Burlington, .	104	59	.57-21
280	Sandwich, . .	978	624	.63-80	319	Pittsfield, .	1,684	960	.57-04
281	Wilbraham,	417	266	.63-79	320	N. Ashford, .	39	22	.56-41
282	Middleton, .	206	131	.63-59	321	Hancock, . .	192	108	.56-25
283	Stoneham, .	553	349	.63-11	322	Hinsdale, . .	335	188	.56-12
284	Blackstone, .	1,022	645	.63-11	323	Gt. Barring'n	719	403	.56-05
285	Hingham, . .	798	499	.62-59	324	Williamstown	579	324	.55-96
286	Plympton, .	239	143	.62-39	325	Winthrop, .	96	51	.53-12
287	Milton, . . .	573	357	.62-30	326	Mt. Washing'n	68	36	.52-94
288	Grafton, . .	1,005	624	.62-14	327	Webster, . .	578	300	.51-99
289	Northampton	1,195	737	.61-72	328	Sheffield, .	625	321	.51-44
290	Adams, . . .	1,171	783	.61-61	329	Manchester,	381	204	.50-92
291	Lawrence, .	2,702	1,662	.61-51	330	Stockbridge,	432	216	.50-12
292	Ware, . . .	717	439	.61-23	331	Clarksburg, .	101	49	.48-51
293	Cheshire, . .	335	204	.60-90	332	Lenox, . . .	425	202	.47-65
294	Holyoke, . .	819	497	.60-68	333	Pawtucket, .	940	431	.45-90
295	Tyringham, .	169	102	.60-65		Acushnet,* .	-	-	-
296	Groveland, .	282	170	.60-46		Marshpee Dis.	70	43	.62-14
297	Egremont, .	211	127	.60-43					

\* Newly incorporated.

## GRADUATED TABLES—THIRD SERIES.

*Table, in which all the Towns in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1859-60.*

[For an explanation of the principle on which these Tables are constructed, see *ante* p. 74.]

## SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	CHELSEA, .	2,186	1,930	.88-29	3	Boston, . .	28909	22688	.78-48
2	N. Chelsea, .	166	132	.79-52	4	Winthrop, .	96	51	.53-12

## ESSEX COUNTY.

1	ESSEX, . .	258	237	.92-05	18	Newbury, .	290	210	.72-41
2	Lynn, . .	3,311	2,970	.89-72	19	Boxford, .	250	181	.72-40
3	Lynnfield, .	148	126	.85-47	20	Hamilton, .	149	106	.71-48
4	Nahant, . .	78	66	.85-26	21	Ipswich, . .	618	428	.69-34
5	Georgetown, .	375	310	.82-67	22	Beverly, . .	1,118	765	.68-43
6	Marblehead, .	1,343	1,068	.79-56	23	Salisbury, .	691	465	.67-29
7	Danvers, . .	997	794	.78-64	24	Rockport, .	697	462	.66-36
8	Haverhill, .	1,573	1,234	.78-48	25	Middleton, .	206	131	.63-59
9	Amesbury, . .	622	483	.77-65	26	Lawrence, .	2,702	1,662	.61-51
10	Gloucester, .	2,046	1,587	.77-59	27	Groveland, .	282	170	.60-46
11	Methuen, . .	464	356	.76-72	28	Topsfield, .	236	141	.59-75
12	Saugus, . .	403	307	.76-30	29	Bradford, .	292	173	.59-25
13	Salem, . .	3,471	2,575	.74-19	30	N. Andover, .	471	277	.58-81
14	S. Danvers, .	1,272	938	.73-74	31	W. Newbury .	445	259	.58-31
15	Swampscott, .	318	234	.73-58	32	Rowley, . .	283	164	.57-95
16	Andover, . .	838	615	.73-39	33	Newburyport	2,556	1,478	.57-82
17	Wenham, . .	230	167	.72-83	34	Manchester, .	381	204	.50-92

## SCHOOL RETURNS.

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## MIDDLESEX COUNTY.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 DUNSTABLE,	71	80	1.13-38	27 Framingham,	805	642	.79-81
2 Tyngsboro',	140	153	1.09-29	28 Pepperell, .	349	278	.79-66
3 Sherborn, .	232	245	1.05-82	29 Newton, . .	1,353	1,077	.79-64
4 Weston, . .	216	201	.93-06	30 Lexington, .	370	290	.78-51
5 Dracut, . .	295	274	.93-05	31 Billerica, .	346	267	.77-17
6 Carlisle, . .	120	110	.91-67	32 Westford, .	300	231	.77-17
7 Lincoln, . .	101	90	.89-11	33 Bedford, . .	191	147	.76-96
8 Littleton, .	168	149	.88-99	34 Woburn, . .	1,112	854	.76-80
9 Boxborough,	99	87	.87-88	35 Hopkinton, .	752	572	.76-06
10 Sudbury, .	283	244	.86-40	36 Winchester,	405	305	.75-31
11 Townsend, .	417	357	.85-61	37 Ashland, . .	302	226	.74-83
12 Tewksbury, .	210	178	.84-76	38 W. Cambridge	408	305	.74-75
13 Shirley, . .	275	232	.84-55	39 Groton, . . .	606	452	.74-67
14 Belmont, . .	173	116	.84-39	40 Chelmsford,	470	349	.74-25
15 Lowell, . . .	5,172	4,316	.84-03	41 Watertown,	627	465	.74-24
16 Cambridge, .	4,391	3,679	.83-80	42 Ashby, . . .	257	189	.73-54
17 Malden, . . .	1,087	906	.83-39	43 Reading, . . .	553	404	.73-06
18 Medford, . .	875	728	.83-26	44 Wilmington,	152	111	.73-03
19 Brighton, .	673	559	.83-14	45 Marlboro', .	875	635	.72-63
20 Acton, . . .	384	318	.82-94	46 Melrose, . . .	492	356	.72-36
21 Holliston, .	687	569	.82-90	47 Concord, . . .	437	314	.71-85
22 Somerville, .	1,330	1,082	.81-39	48 N. Reading,	235	161	.68-51
23 Charlestown,	4,302	3,481	.80-92	49 S. Reading,	660	448	.67-95
24 Stowe, . . .	310	248	.80-16	50 Wayland, . .	258	175	.67-83
25 Waltham, . .	1,047	839	.80-13	51 Stoneham, . .	553	349	.63-11
26 Natick, . . .	884	706	.79-86	52 Burlington, .	104	59	.57-21

## WORCESTER COUNTY.

1 ATHOL, . . .	490	491	1.00-31	14 Harvard, . .	286	257	.90-03
2 Upton, . . .	342	341	.99-71	15 Berlin, . . .	210	186	.88-81
3 Boylston, . .	153	152	.99-67	16 Southboro', .	316	279	.88-45
4 Royalston, .	299	297	.99-50	17 Charlton, . .	395	347	.87-97
5 Templeton, .	464	458	.98-71	18 Lunenburg,	220	193	.87-95
6 Barre, . . .	526	511	.97-24	19 Spencer, . . .	537	469	.87-32
7 N. Braintree,	155	148	.95-48	20 Warren, . . .	345	299	.86-81
8 Northboro', .	265	251	.94-72	21 Brookfield, .	380	329	.86-58
9 Mendon, . . .	242	226	.93-60	22 Oakham, . . .	208	179	.86-06
10 Hubbardston,	373	347	.93-03	23 Westminster,	385	330	.85-84
11 Westboro', .	495	454	.91-72	24 Rutland, . . .	266	221	.83-27
12 Uxbridge, . .	501	454	.90-62	25 Shrewsbury,	292	241	.82-70
13 Phillipston, .	175	158	.90-57	26 W. Brookfield,	282	231	.81-91

## WORCESTER COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27	Dana, . .	214	173	.81-07	43	Bolton, . .	292	221	.75-68
28	Princeton, .	278	225	.80-94	44	Lancaster, .	350	264	.75-57
29	Ashburnham,	475	384	.80-84	45	Sutton, . .	506	380	.75-10
30	Auburn, . .	151	122	.80-79	46	Millbury, .	631	470	.74-48
31	N.Brookfield,	554	447	.80-78	47	Milford, . .	1,444	1,073	.74-31
32	Petersham, .	304	245	.80-76	48	Worcester, .	4,163	3,035	.72-92
33	Gardner, . .	509	408	.80-16	49	Holden, . .	441	316	.71-77
34	Paxton, . .	146	117	.80-14	50	Oxford, . .	550	393	.71-45
35	Sterling, . .	331	265	.80-06	51	Northbridge,	544	382	.70-31
36	Sturbridge, .	426	336	.78-87	52	Dudley, . .	372	261	.70-30
37	W. Boylston,	513	396	.77-29	53	Douglas, . .	477	318	.66-67
38	Winchendon,	493	381	.77-28	54	Clinton, . .	620	410	.66-21
39	Leominster,	752	581	.77-26	55	Southbridge,	769	508	.66-06
40	Fitchburg, .	1,267	971	.76-66	56	Blackstone, .	1,022	645	.63-11
41	Leicester, .	503	384	.76-44	57	Grafton, . .	1,005	624	.62-14
42	Hardwick, .	300	227	.75-83	58	Webster, . .	578	300	.51-99

## HAMPSHIRE COUNTY.

1	PLAINFIELD,	115	116	1.00-87	13	Chesterfield,	167	131	.78-74
2	Cummington,	177	167	.94-35	14	Hatfield, . .	243	188	.77-37
3	Greenwich, .	114	106	.92-98	15	Prescott, . .	134	103	.76-87
4	Belchertown,	505	462	.91-49	16	Granby, . .	185	137	.74-32
5	Pelham, . .	167	151	.90-72	17	Enfield, . .	231	158	.68-40
6	Williamsburg	352	301	.85-51	18	Westhampt'n,	109	71	.65-60
7	Worthington,	220	187	.85-23	19	Amherst, . .	649	418	.64-41
8	S. Hadley, .	404	344	.85-15	20	Northampt'n,	1,195	737	.61-72
9	Hadley, . .	373	316	.84-72	21	Ware, . .	717	439	.61-23
10	Middlefield,	130	107	.82-31	22	Easthampton,	286	172	.60-31
11	Goshen, . .	84	68	.80-95	23	Southampt'n,	223	133	.59-64
12	Huntington,	242	192	.79-55					

## HAMPDEN COUNTY.

1	WALES, . .	137	112	.81-72	6	Holland, . .	85	63	.74-12
2	Longmeadow	235	191	.81-49	7	Brimfield, .	245	180	.73-47
3	Southwick, .	200	160	.80-25	8	Springfield, .	2,505	1,836	.73-29
4	Monson, . .	493	373	.75-66	9	Westfield, .	888	636	.71-68
5	Blandford, .	255	193	.75-65	10	Ludlow, . .	293	208	.71-16



## SCHOOL RETURNS.

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## HAMPDEN COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Chester, . .	286	197	.68-88	17	Palmer, . .	797	508	.63-80
12	Chicopee, . .	1,227	828	.67-48	18	Wilbraham, .	417	266	.63-79
13	Montgomery, .	84	56	.67-26	19	Holyoke, . .	819	497	.60-68
14	W.Springfield	361	238	.65-93	20	Tolland, . .	130	78	.60
15	Agawam, . .	295	193	.65-42	21	Granville, . .	260	154	.59-23
16	Russell, . .	135	87	.64-81					

## FRANKLIN COUNTY.

1	HAWLEY, . .	137	143	1.04-88	14	Leverett, . .	234	186	.79-27
2	Orange, . .	329	317	.96-50	15	Montague, . .	361	284	.78-67
3	Monroe, . .	53	48	.90-57	16	Deerfield, . .	603	456	.75-70
4	Coleraine, . .	382	341	.89-40	17	Ashfield, . .	281	211	.75-09
5	Warwick, . .	231	205	.88-96	18	Bernardston, .	204	152	.74-75
6	Erving, . .	101	89	.88-12	19	Greenfield, . .	600	447	.74-50
7	Gill, . . .	157	136	.86-62	20	Wendell, . .	170	126	.74-41
8	Sunderland, .	203	173	.85-47	21	Whately, . .	202	150	.74-26
9	N. Salem, . .	230	104	.84-35	22	Shutesbury, .	198	143	.72-47
10	Northfield, . .	380	306	.80-66	23	Charlemont, .	212	151	.71-46
11	Heath, . .	147	118	.80-27	24	Conway, . .	356	251	.70-51
12	Rowe, . .	171	136	.79-82	25	Buckland, . .	367	257	.70-16
13	Leyden, . .	148	117	.79-39	26	Shelburne, . .	269	183	.68-22

## BERKSHIRE COUNTY.

1	RICHMOND, . .	187	165	.88-50	17	Dalton, . .	230	136	.59-35
2	Windsor, . .	192	158	.82-29	18	Lanesboro', . .	243	143	.59-05
3	Otis, . .	187	140	.75-13	19	Becket, . .	382	222	.58-25
4	Savoy, . .	189	142	.75-13	20	Lee, . . .	938	538	.57-41
5	Sandisfield, . .	323	236	.73-07	21	Pittsfield, . .	1,684	960	.57-04
6	Florida, . .	138	97	.70-65	22	N. Ashford, . .	39	22	.56-41
7	Peru, . . .	104	70	.67-31	23	Hancock, . .	192	108	.56-25
8	Monterey, . .	174	116	.66-67	24	Hinsdale, . .	335	188	.56-12
9	N. Marlboro', .	362	239	.66-16	25	Gt. Barringt'n	719	403	.56-05
10	W. Stockb'ge, .	335	221	.65-67	26	Williamstown	579	324	.55-96
11	Washington, . .	211	136	.64-45	27	Mt. Wash'ton, .	68	36	.52-94
12	Alford, . .	137	88	.64-23	28	Sheffield, . .	625	321	.51-44
13	Adams, . .	1,271	783	.61-61	29	Stockbridge, . .	432	216	.50-12
14	Cheshire, . .	335	204	.60-90	30	Clarksburg, . .	101	49	.48-51
15	Tyringham, . .	169	102	.60-65	31	Lenox, . .	425	202	.47-65
16	Egremont, . .	211	127	.60-43					

## BOARD OF EDUCATION.

## NORFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BELLINGHAM	267	260	.97-57	13	Stoughton, .	953	711	.74-66
2	Medfield, .	171	155	.90-64	14	Cohasset, .	427	318	.74-47
3	Brookline, .	727	597	.82-12	15	Quincy, . .	1,390	1,028	.73-96
4	Dedham, .	1,087	891	.82-01	16	Franklin, .	393	288	.73-28
5	W.Roxbury, .	979	799	.81-66	17	Walpole, .	338	246	.72-78
6	Dorchester, .	1,710	1,386	.81-08	18	Dover, . .	165	119	.72-12
7	Weymouth, .	1,487	1,205	.81-07	19	Randolph, .	1,246	864	.69-34
8	Roxbury, .	4,592	3,616	.78-76	20	Braintree, .	661	457	.69-21
9	Medway, .	551	431	.78-31	21	Needham, .	513	355	.69-20
10	Sharon, . .	258	200	.77-71	22	Wrentham, .	662	451	.68-13
11	Canton, . .	605	456	.75-37	23	Milton, . .	573	357	.62-30
12	Foxborough, .	478	359	.75-21					

## BRISTOL COUNTY.

1	N. BEDFORD,	3,580	3,203	.89-19	11	Fairhaven, .	1,028	708	.68-92
2	Mansfield, .	397	324	.81-61	12	Somerset, .	351	241	.68-80
3	Seekonk, .	408	332	.81-37	13	Attleboro', .	1,254	858	.68-42
4	Raynham, .	328	263	.80-18	14	Swansey, .	260	173	.66-73
5	Norton, . .	400	310	.77-50	15	Dighton, .	363	216	.59-64
6	Easton, . .	577	442	.76-69	16	Dartmouth, .	861	509	.59-12
7	Berkley, .	208	159	.76-68	17	Fall River, .	2,855	1,669	.58-46
8	Westport, .	625	468	.74-96	18	Freetown, .	370	215	.58-24
9	Rehoboth, .	432	317	.73-38	19	Pawtucket, .	940	431	.45-90
10	Taunton, .	2,933	2,070	.70-58		Acushnet,*.			

## PLYMOUTH COUNTY.

1	PLYMOUTH,	1,286	1,246	.96-89	14	Pembroke, .	251	180	.71-71
2	Lakeville, .	204	165	.81-13	15	Abington, .	1,576	1,120	.71-10
3	Middleboro',	924	735	.79-60	16	Wareham, .	721	509	.70-60
4	Kingston, .	315	250	.79-52	17	W.Bridgew'r	367	250	.68-12
5	Carver, . .	234	184	.78-85	18	Scituate, .	436	291	.66-86
6	Marshfield, .	373	294	.78-82	19	N.Bridgew'r	1,177	784	.66-61
7	Marion, . .	196	152	.77-55	20	E. Bridgew'r	698	457	.65-47
8	Hanson, . .	260	201	.77-31	21	Rochester, .	259	167	.64-48
9	Hanover, .	310	239	.77-26	22	Hingham, .	798	499	.62-59
10	S. Scituate, .	336	250	.74-40	23	Plympton, .	230	143	.62-39
11	Halifax, . .	170	124	.73-24	24	Hull, . . .	55	32	.59-09
12	Duxbury, .	472	342	.72-56	25	Mattapoisett,	308	178	.57-95
13	Bridgewater, .	649	466	.71-88					

\* Incorporated at the last regular session.

## SCHOOL RETURNS.

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## BARNSTABLE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ORLEANS, .	373	318	.85-25	8	Yarmouth, .	532	394	.74-15
2	Provincet'n,	641	523	.81-59	9	Barnstable, .	1,059	750	.70-87
3	Wellfleet, .	563	455	.80-90	10	Harwich, .	819	574	.70-09
4	Truro, . .	422	338	.80-09	11	Chatham, .	621	429	.69-08
5	Eastham, .	152	121	.79-93	12	Brewster, .	306	207	.67-81
6	Dennis, . .	858	647	.75-47	13	Sandwich, .	978	624	.63-80
7	Falmouth, .	507	377	.74-36					

## DUKES COUNTY.

1	EDGARTOWN	367	333	.90-74	3	Chilmark, .	141	122	.86-52
2	Tisbury, . .	390	345	.88-46					

## NANTUCKET COUNTY.

NANTUCKET, . . . . .	1,235	902	.73-04
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## MARSHPEE DISTRICT.

MARSHPEE, . . . . .	70	43	.62-14
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*TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their Children upon the Public Schools, for the year 1859-60.*

	C O U N T I E S .	Ratio of attend., &c.
1	DUKES, . . . . .	.82-29
2	Middlesex, . . . . .	.80-40
3	Franklin, . . . . .	.79-28
4	Suffolk, . . . . .	.79-11
5	Worcester, . . . . .	.78-18
6	Norfolk, . . . . .	.77-12
7	Hampshire, . . . . .	.74-17
8	Plymouth, . . . . .	.73-50
9	Barnstable, . . . . .	.73-33
10	Nantucket, . . . . .	.73-04
11	Essex, . . . . .	.72-58
12	Bristol, . . . . .	.71-06
13	Hampden,. . . . .	.69-56
14	Berkshire,. . . . .	.59-92

#### MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	223,714
Mean average attendance, . . . . .	168,683
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals, . . . . .	.75

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